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ABSTRACT

Short summaries are given of 71 exemplary and demonstration career education projects funded by the Office of Career Education in 1976. The profiles are grouped into five categories and arranged alphabetically by State within each category: (1) Incremental Quality Improvement in K-12 Career Education Programs (32 projects); (2) Effective Methods and Techniques for Senior High Schools, Community Colleges, Adult and Community Educational Agencies, and Institutions of Higher Education (8 projects); (3) Special Segments of the Population (Such as the Handicapped, Gifted and Talented, and Minority and Low Income Youth) and Reduction of Sex Stereotyping in Career Choices (14 projects); (4) Training and Retraining of Career Education Teachers (4 projects); and (5) Communication of Career Education Philosophy, Methods, Program Activities, and Evaluation Results (13 projects). Each profile follows a similar format, including title and location of project, name of project director, funding, major objectives, project activities, evaluation, communication (e.g., materials developed during the project), and demographic data (e.g., levels/groups served, type of area served, and number of persons served). Appendixes contain the texts of the 1974 career education legislation (Section 406 of Public Law 93-380) and other Federal regulations related to career education. (LMS)

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PROFILES OF CAREER EDUCATION PROJECTS

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Supported under Sections 402 and 406
of the Education Amendments of 1974
(Public Law 93-380)

****

Second Year's Program
Fiscal Year 1976 Funding

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Prepared for
Office of Career Education
United States Office of Education

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INTRODUCTION

One of the prime goals of the Office of Career Education of the U.S. Office of Education is to maintain free and open communication with all persons interested in career education. This publication is intended to help meet that goal through providing short summaries of projects funded under the provisions of Section 406 of Public Law 93-380. The projects summarized in this publication include all of the exemplary and demonstration projects funded in Fiscal Year 1976, our second year of operation under this Act.

Each project summary included in this publication was written by its project director with technical assistance from the Office of Career Education. Use of a standard format will hopefully help readers understand and compare projects. Pacific Consultants produced this publication under career education contract number 300760298.

The dollar amounts assigned to Funding Categories 1 through 5, while differing slightly from those reported for Fiscal Year 1975, are in the same rank order during FY 1976. By far the largest amount of funds was again allocated for Category 1 - "K-12 Incremental Quality Improvement Projects" - reflecting a continuing concern for demonstrating ways in which K-12 school districts can improve the comprehensiveness of their career education efforts. In light of the AIR survey data referred to in this publication, this high priority certainly seems to be justifiable. Additionally, Section 406 of P.L. 93-380 makes it clear that the Office of Career Education must devote its major efforts to the K-12 level.

The actual FY 1976 amounts expended for Categories 1, 2, 3, and 4 are all lower than amounts expended in each of these categories during FY 1975. The primary reason for this is found in the legal requirements of Section 406 of P.L. 93-380 that require expenditure of funds for State Education Agency career education planning efforts during both FY 1976 and FY 1977. By allocating slightly more than two million dollars to this planning effort in FY 1976, it was inevitable that reductions in dollar amounts for some of the earlier categories had to be made. The two million dollars invested in State Education Agency planning for career education will hopefully allow each participating State Education Agency to begin to formulate long-range plans for comprehensive implementation of career education.

Funds expended under Category 5 - "Communications Projects" were increased in FY 1976 over those expended in this category during FY 1975. This increase reflects primarily an interest in involving wider segments of the total community in the career education effort. By emphasizing this need, it is hoped that comprehensiveness of community effort aimed at implementing the career education concept can be encouraged without making career education yet another "add on" program in educational settings that ignore existing community resources for career education.

To fully understand funding priorities reflected in the FY 1976 Office of Career Education expenditures, readers should pay special attention to the nine procurement contracts which were funded during FY 1976. Each of these procurement contracts represents a problem of high significance in the evolving career education concept. For this reason, they may be of special interest to some readers.

Readers of this publication will quickly see the diversity of methods and procedures being demonstrated among these projects. Only by encouraging diversity can we meet the mandate of the Congress which calls for demonstrating the best methods and procedures. Some of these projects are high risk undertakings and may well fail to demonstrate themselves to be effective. This, of course, does not mean they will not be worthwhile. One can and should learn from failure as well as from success.

Those readers wishing information over and beyond that found in these project summaries are requested to contact project directors on an individual basis. Because each project director is working hard to deliver a good product, it is hoped that further inquiries will be directed toward them only if important and crucial questions need to be asked.

Kenneth B. Hoyt, Director
Office of Career Education
U.S. Office of Education

December 1976

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BACKGROUND

In August of 1974, the Congress of the United States enacted the Education Amendments of 1974 (Public Law 93-380). This Act, under Section 406, authorizes the U.S. Commissioner of Education to undertake a program of career education. Section 406 of Public Law 93-380 represents the first specific career education legislation to be enacted by the Congress.

The career education legislation set forth in Section 406 of Public Law 93-380 does five things: (1) calls for the establishment of an Office of Career Education in the U.S. Office of Education and specifies that the Director of the Office of Career Education shall report directly to the U.S. Commissioner of Education, (2) calls for the establishment of a National Advisory Council for Career Education which will advise the Commissioner of Education on the implementation of the career education program and will make recommendations to the Congress concerning further career education legislation, (3) directs the Commissioner of Education to conduct a survey and assessment of the current status of career education in the United States and to submit to the Congress a report on the survey, (4) authorizes the Commissioner of Education to make grants to State departments of education to enable them to develop State plans for the implementation of career education, and (5) authorizes the Commissioner of Education to support projects designed to demonstrate the most effective methods and techniques in career education and to develop exemplary career education models (including models in which handicapped children receive appropriate career education). Grants in support of the exemplary and demonstration projects may be awarded to State educational agencies, local educational agencies, institutions of higher education, and other nonprofit agencies and organizations.

For carrying out the provisions of the career education legislation, the Commissioner of Education is authorized to expend not more than $15 million per year for four fiscal years (FY 1975, FY 1976, FY 1977, and FY 1978). In actual practice, the Congress has appropriated $10 million in Fiscal Year 1975 and $10,135,000 in Fiscal Year 1976 for the implementation of the career education program.

The U.S. Office of Education has moved vigorously to implement the new career education legislation. An Office of Career Education was established within the U.S. Office of Education, as announced in the FEDERAL REGISTER on January 31, 1975 (Volume 40, Number 22, page 4665). The Secretary of Health, Education, and Welfare appointed the members of the National Advisory Council for Career Education in March of 1975. The Council held its first meeting on March 31, 1975, and has been meeting at periodic intervals ever since. The Council has already issued a number of significant reports and publications. (See, for example, the November, 1975 document entitled Interim Report With Recommendations for Legislation, which is available in the ERIC System under the accession number ED-112-268.)

In May of 1975, the U.S. Office of Education awarded a contract to the American Institutes for Research in Palo Alto, California for the conduct of a survey and assessment of the current status of career education programs, projects, curriculums, and materials in the United States. This survey and assessment, which was completed in the Spring of 1976, formed the basis for the report to the Congress as required under Section 406. The report, which was transmitted to the Congress in May of 1976, is entitled Career Education in the Public Schools, 1974-75: A National Survey (DHEW Publication No. OE-76-00507). It has been published for distribution to the public and is available from the U.S. Government Printing Office at $4.00 per copy under the Stock No. 017-080-01560-9.

A series of steps has also been taken in regard to the award of funds for the support of career education projects, as authorized under Section 406. In January of 1975, the U.S. Commissioner of Education issued DHEW Publication No. OE-75-00504 entitled An Introduction to Career Education: A Policy Paper in the U.S. Office of Education. This policy paper set forth the conceptual framework for the career education projects to be supported by the U.S. Office of Education under the Section 406 funding.

On March 14, 1975, the Commissioner of Education published a notice concerning the career education program in the FEDERAL REGISTER, Volume 40, Number 51, Pages 11928, 11929, and 11930. The FEDERAL REGISTER notice set forth the program purposes for career education and the funding criteria to be used in the selection of applicants for support with Fiscal Year 1975 funding. The notice also stated that the cut-off date for receipt of applications under the Fiscal Year 1975 Career Education Program would be April 21, 1975, and provided instructions to interested applicants concerning the preparation and submission of applications for grants to support specific types of career education projects.

By the cut-off date of April 21, 1975, the U.S. Office of Education had received 880 applications seeking support for career education projects of various types. These applications were reviewed, rated, and ranked by specially-constituted review panels composed of career education specialists from local school districts, State departments of education, colleges and universities, and the U.S. Office of Education. Through the review process, many worthwhile and well-designed project proposals were identified. However, since the Fiscal Year 1975 funding for the career education program amounted to only $10 million, only the very highest ranking applications could be selected for support. In June of 1975, grants were awarded to the 80 highest ranking applications. The average grant size was $123,500. The grantees were authorized to initiate their project activities on June 1, 1975, with the grant period terminating on June 30, 1976.

The 80 grant awards, plus the one contract for the survey and assessment of career education, resulted in a total of 81 career education projects support with the Fiscal Year 1975 appropriation. The 81 projects are grouped into six categories:

Category	Number of Projects	Amount of Funding
1. Activities designed to effect incremental improvements in K-12 career education programs.	45	$5,802,756
2. Activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, and institutions of higher education.	7	$ 918,691

Category	Number of Projects	Amount of Funding
3. Activities designed to demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, gifted and talented, minority, low income, and female youth.	12	$1,045,364
4. Activities designed to demonstrate the most effective methods and techniques for the training and retraining of persons for conducting career education programs.	4	$ 750,298
5. Activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public.	12	$1,173,640
6. Activities designed to accomplish a survey and assessment of the current status of career education programs, projects, curriculums, and materials in the United States, as required under sub-section (e) of Section 406 of P.L. 93-380.	1	$ 308,640
TOTALS	81	$9,999,457

Profiles of all 81 of the projects supported under the Fiscal Year 1975 appropriation have been provided in the publication entitled Profiles of Career Education Projects: First Year's Program, Fiscal Year 1975 Funding. In that publication, a 3-page profile of each project is presented; the profiles are grouped by categories and arranged alphabetically by State within each category. The publication is available in the ERIC System under the accession number ED-120-411.

In order to begin the application and selection process for the career education projects to be supported under the Fiscal Year 1976 appropriation, the U.S. Commissioner of Education published a notice concerning the Fiscal Year 1976 Career Education Program in the FEDERAL REGISTER, Volume 40, Number 237, page 57376 on December 9, 1975. This FEDERAL REGISTER notice described the Fiscal Year 1976 Career Education Program and invited interesting applicants to prepare and submit applications for support with Fiscal Year 1976 funding. The notice stated that the cut-off date for receipt of Fiscal Year 1976 applications would be February 23, 1976, and provided instructions to interested applicants concerning the preparation and submission of applications for grants and assistance contracts to support specific types of career education projects.

By the cut-off date of February 23, 1976, the U.S. Office of Education had recieved 992 applications seeking support for career education projects of various types. These applications were reviewed, rated, and ranked by specially-constituted review panels composed of career education specialists from local school districts, State departments of education, colleges and universities, and the U.S. Office of Education. Through the review process, many worthwhile and well-designed project proposals were identified. However, since the Fiscal Year 1976 funding for the Career Education Program amounted to only $10,135,000, only the very highest ranking applications could be selected for support. In June and July of 1976, grants and assistance contracts were awarded to the 109 highest ranking applications. The average size of the grant and assistance contract awards was $75,081. The recipients of the grants and assistance contracts were authorized to initiate their project activities in the Summer of 1976; the projects were scheduled to terminate in the Summer of 1977.

In addition to the 109 grants and assistance contracts awarded under the Fiscal Year 1976 appropriation, procurement contracts were funded to concentrate on selected areas of career education needing special emphasis. In February of 1976, Requests for Proposals (RFP's) were announced in the Commerce Business Daily, inviting interesting organizations to submit proposals for conducting special types of career education projects specified by the U.S. Office of Education. In response to these RFP's, a total of 138 contract proposals were received. These proposals were read, rated, and ranked by specially constituted review panels, and nine of the proposals were selected for the award of procurement contracts. The average size of the procurement contracts was $216,794.

The 109 grants and assistance contracts, plus the 9 procurement contracts, resulted in a total of 118 career education projects supported with the Fiscal Year 1976 appropriation. The 118 projects are grouped into six categories:

Category	Number of Projects	Amount of Funding
1. Activities designed to effect incremental improvements in K-12 career education programs.	32	$ 4,293,723
2. Activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, adult and community education agencies, and institutions of higher education.	8	$ 804,201
3. Activities designed to demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, gifted and talented, minority and low income youth, and to reduce sex stereotyping in career choices.	14	$ 979,390
4. Activities designed to demonstrate the most effective methods and techniques for the training and retraining of persons for conducting career education programs.	4	$ 539,995

Category	Number of Projects	Amount of Funding
5. Activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public.	13	$ 1,515,669
6. Projects for the development of State plans for implementation of career education in the local educational agencies of the States, under the provisions of subsection (f) (2) of Section 406 of P.L. 93-380.	47	$ 2,002,004
TOTALS:	118	$10,134,982

Of the 118 projects, 71 are exemplary and demonstration projects in categories 1 through 5. The remaining 47 projects are State planning projects in category 6. Grants for State planning projects were awarded to 44 States and 3 territories. The States and territories which did not apply for and receive State planning grants are: Alaska, Delaware, Kentucky, Louisiana, Montana, South Carolina, Samoa, Guam, and the Virgin Islands. The State planning projects, by their nature, tend to be rather similar in content. Therefore, individual profiles are not provided for the 47 projects in category 6. However, on the pages which follow, profiles are provided for all 71 of the exemplary and demonstration projects in categories 1 through 5. The profiles have been grouped by categories and arranged alphabetically by State within each category.

Appendix A contains the full text of the career education legislation as enacted by the Congress in Section 406 of Public Law 93-380. Appendix B contains the Federal Regulation for the Special Projects Act, of which the career education program under Section 406 is a part. Appendix C contains the Federal Regulation pertaining specifically to the career education program under Section 406 of Public Law 93-380. In Appendix D will be found a reproduction of the Fiscal Year 1976 FEDERAL REGISTER announcement concerning the career education program.

A DESCRIPTIVE ANALYSIS OF CAREER EDUCATION PROJECTS FUNDED BY THE OFFICE OF CAREER EDUCATION, (FISCAL YEAR) 1976

I. INTRODUCTION

This descriptive analysis is based on data and information obtained from original proposals and project profiles submitted by contractors and grantees of seventy-one career education projects funded for FY 1976 by the Office of Career Education. The reader is cautioned that possible changes in the actual operation of these projects have occurred which are not reflected in this analysis, since it is based on information obtained during the formative stages of these projects rather than on rigorous on-site investigation or formalized data retrieval instruments. In addition, the projects cited have been chosen in a random fashion to illustrate types of projects and activities involved and do not represent judgments concerning the quality of the cited or non-cited projects.

Title IV of the Education Ammendments of 1974 (P. L. 93-380) provided congressional support to the movement for Career Education which had been brought to national consciousness by the U.S. Office of Education. In FY 76, activities funded under that act fell into five main purposes or categories:[1]

I. To effect incremental improvements in K-12 career education through one or a series of exemplary projects.

II. To demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, adult and community education agencies, or in institutions of higher education.

III. To demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, gifted and talented, minority and low income youth, or to reduce sex stereotyping in career choices.

IV. To demonstrate the most effective methods and techniques for training and retraining of persons for conducting career education programs.

V. To communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public.

Program Overview

Seventy-one projects were funded in the five major categories during FY 1976. While many of these projects were sponsored by school districts (34 percent), other projects were sponsored by consortia of schools, institutions of higher education (IHES), State Education Agencies, or private sector organizations. Table 1 provides a distribution of project sponsorship by the five major categories.

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[1] These purposes were identified and published as program regulations in the Federal Register, Vol. 41, No. 94, May 13, 1976.

TABLE 1

NUMBER OF FUNDED

CAREER EDUCATION PROJECTS

BY CATEGORY AND SPONSORSHIP

Sponsor / Category	I.	II.	III.	IV.	V.	Total
1. School District/ School	18		5	1		24
2. Consortium	1		1		1	3
3. Institute of Higher Education	2	4	3	2	3	14
4. State Education Agency	7	2				9
5. Private sector organization	4	2	3	1	9	19
6. Other			2			2
TOTALS	32	8	14	4	13	71

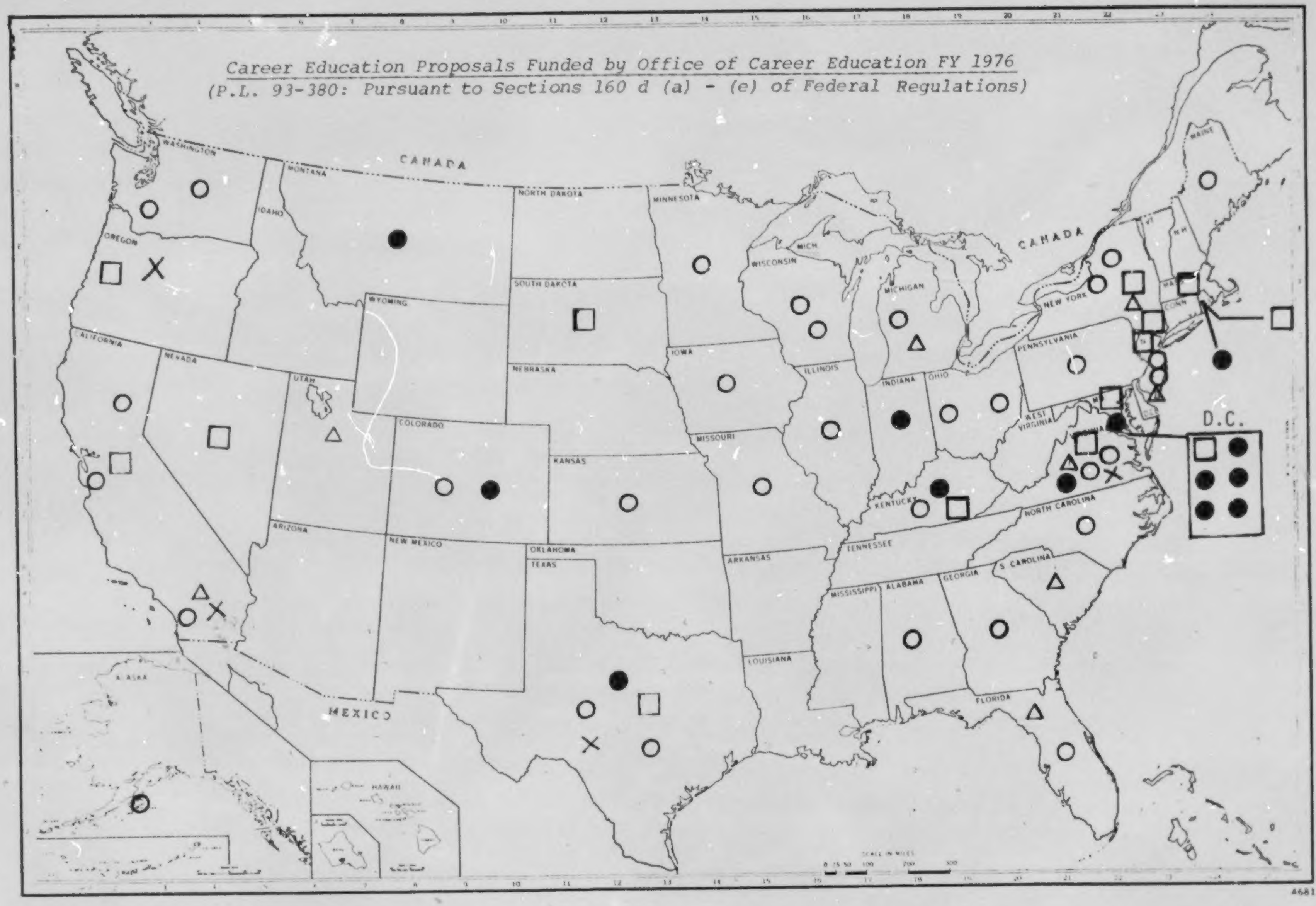
In spite of the fact that the U.S. Office of Education funded projects through the federal procurement process for grants and contracts solely on the basis of the soundness of the proposals, a remarkable balance resulted in the distribution of funded projects. This balance is evidenced not only by the geographic distribution (see map) but additionally by the distribution according to funding level and type of area (rural, suburban, etc.) See Tables 2 and 3.

TABLE 2

NUMBER OF PROJECTS BY

CATEGORY AND FUNDING LEVEL

Funding Level / Category	I	II	III	IV	V	Total
1. Under $50,000	3	2	5		2	12 (17%)
2. $50,000 - 99,999	6	3	5	2	5	21 (30%)
3. $100,000 - 149,999	11	2	3		2	18 (25%)
4. $150,000 - 199,999	9		1	1	3	14 (20%)
5. $200,000 and Above	3	1		1	1	6 (8%)
TOTALS	32	8	14	4	13	71


CANADA
WASHINGTON
MONTANA
NORTH DAKOTA
MINNESOTA
IDAHO
OREGON
WYOMING
SOUTH DAKOTA
WISCONSIN
MICH
MICHIGAN
NEW YORK
VT
NH
MAINE
MASS
CONN
CALIFORNIA
NEVADA
UTAH
COLORADO
NEBRASKA
IOWA
ILLINOIS
INDIANA
OHIO
PENNSYLVANIA
WEST VIRGINIA
KANSAS
MISSOURI
KENTUCKY
NORTH CAROLINA
TENNESSEE
ARIZONA
NEW MEXICO
OKLAHOMA
TEXAS
ARKANSAS
MISSISSIPPI
ALABAMA
GEORGIA
S CAROLINA
LOUISIANA
FLORIDA
MEXICO
ALASKA
HAWAII
D.C.
SCALE IN MILES
4681

Career Education Proposals Funded by Office of Career Education FY 1976

(P.L. 93-380: Pursuant to Sections 160 d (a) - (e) of Federal Regulations)

KEY:
○ Category 1
△ Category 2
□ Category 3
✕ Category 4
● Category 5

TABLE 3

PROJECTS BY CATEGORY

AND TYPE OF AREA SERVED

Project Type / Category	I (N=32)**	II (N=8)	III (N=14)	IV (N=4)	V (N=13)	Total 71
1. Urban*	17	7	7	3	***NA	34
2. Small Town	12	2	4	3	NA	21
3. Suburban	11	4	6	4	NA	25
4. Rural	10	1	5	3	NA	19

* The type of area is not a strict demographic term but represents the project's judgement of the type of area or areas served as reported in the profile of each project.

** A number of projects serve two or more types of areas.

*** By their nature, communications-type contracts/grants are designed to serve the nationwide community.

Most projects were funded in the $50,000 to $150,000 range, with the more heavily funded projects dealing with extremely large constituent groups or having the potential of reaching large numbers of people through mass media or activities with a national thrust. Geographically, the nationwide distribution of projects in thirty-three states reflects the population clusters in the mid-eastern and mid-western states, with southern states having a slightly higher proportion of the projects than their population might suggest.

Some of the funded projects had as their express purpose the development of specific career education approaches for urban, rural, or suburban settings. Overall, 48% of these projects addressed urban settings, with small towns, suburbs and rural areas each represented in about one-third of the projects. Some projects, of course, were located such that two or more types of settings were served.

Orientation of Funded Projects

In its policy statement on career education entitled "An Introduction to Career Education",[2] the U.S. Office of Education has listed nine learner outcomes and six initial implementation task areas which represent a consensus of the U.S. education community on career education.

The nine learner outcomes stated in the policy document are as follows: School leavers will be:

1. Competent in the basic academic skills required for adaptability in our rapidly changing society.
2. Equipped with good work habits.
3. Capable of choosing and who have chosen a personally meaningful set of work values that foster in them a desire to work.
4. Equipped with career decision-making skills, job-hunting skills, and job-getting skills.
5. Equipped with vocational personal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.
6. Equipped with career decisions based on the widest possible set of data concerning themselves and their educational-vocational opportunities.
7. Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.
8. Successful in being placed in a paid occupation, in further education, or in a vocation consistent with their current career education.
9. Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.

While all projects are based on the USOE policy statement, a review of the funded proposals in categories I and II reveals that about two-thirds (64%) have explicitly specified all nine of the learner outcomes for their projects.

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[2] An Introduction to Career Education, A Policy Paper of the U.S. Office of Education, DHEW Publication No. (OE) 75-00504, pp 8-11

The six implementation task areas are as follows:

1. All classroom teachers will devise and/or locate methods and materials; utilize career-oriented methods and materials; help pupils acquire and utilize good work habits; and help pupils develop personally meaningful sets of work values.

2. Some teachers, in addition, will be charged with providing vocational competencies, job selling, placement, and decision-making skills.

3. The business-labor-industry community will provide observational, work experience, and work-study opportunities; serve as career development resource personnel; participate in job placement programs; and participate in career education policy formulation.

4. Counseling and guidance personnel will help classroom teachers implement career education; serve as liaison between the school and the business-industry-labor community; serve in implementing career education concepts within the home and family structure; help students in the total career development process, including the making and implementation of career decisions; and participate in job placement and follow-up.

5. The home and family members will help pupils acquire and practice good work habits; emphasize positive work values and attitudes; and maximize career development options and opportunities for themselves and for their children.

6. Educational administrators and school boards will emphasize career education as a priority goal; provide leadership and direction; involve the widest possible community participation in career education policy decision-making; provide the time, materials, and finances required for implementing the career education program; and initiate curriculum revision designed to integrate academic, general, and vocational education into educational opportunities for all students.

With respect to the six implementation task areas, an interesting pattern is evident from a perusal of Table 4. The focus of activity in all categories is clearly (82%) upon the teaching staff and their basic responsibilities for creating career education awareness, understanding, motivation and for integrating career education into instructional activities and teacher-pupil relationships. The focus on teachers providing skills for students (competnecies, job finding skills, etc.) appears in 71% of the projects. Next in order of priority come activities involving administrators and school boards (61%), counselors (59%), and business, industry, and labor. Home and family activities are found in less than one-fourth of the projects.

TABLE 4

PERCENT OF PROJECTS ORIENTED TOWARD SPECIFIC CAREER EDUCATION IMPLEMENTATION TASKS BY CATEGORY

Task* / Category	Percent of Projects					TOTAL**
	I. (N=32)	II. (N=8)	III. (N=14)	IV. (N=4)	V. (N=13)	(N=71)
1. All teachers will incorporate CE materials, methods and values into instruction/ relationships with students.	97	75	76	100	46	82
2. Some teachers, in addition, will provide vocational competencies, job seeking, placement and decision-making skills.	84	100	93	25	8	71
3. Business, labor and industry participation in CE.	53	50	86	25	23	52
4. Counseling and Guidance Personnel roles in CE.	63	100	71	75	8	59
5. Home or Family role in CE.	25	12	43	-	8	23
6. Ed. Administrators and School Boards role in CE.	66	50	57	50	62	61

* See the description of the six Career Education Implementation Tasks on page 6.

** Represents percent of all 71 projects taken as a single group.

II. CAREER EDUCATION PROJECTS

In the preceding section we listed the use of the nine learner outcomes and the six implementation task areas in the design of the Career Education projects. While these learner outcomes and implementation tasks represent general objectives and activities within career education projects, the project proposals themselves outline more site-specific objectives. Project objectives generally fall into seven categories:

- increased understanding of career education on the part of teachers and other education staff.
- increased competence of teachers and other staff in implementation of career education.
- increased awareness on the part of students.
- increased career education experience and or skills on the part of the students.
- development of community awareness and linkages for career education.
- development of career education curriculum.
- parent education in career education.

Table 5 illustrates the percentage of sites in each of the five major funding categories which have incorporated some of these seven objectives into their program. The first thing we notice is that the seven objectives are more relevant to the first three funding categories than to the last two. In other words, the objectives are more suited to school project settings than to the projects sponsored by private organizations. Again we see that the primary focus is on teachers and other educational staff in understanding career education. Secondarily, the emphasis, particularly in categories II and III, is on increasing student awareness of career education. Parent education is not a major emphasis except in categories two (special settings) and three (special populations).

TABLE 5

PERCENT OF PROJECTS ORIENTED TO SPECIFIC CAREER EDUCATION OBJECTIVES BY CATEGORY

Objectives / Category	I. (N=32)	II. (N=8)	III. (N=14)	IV. (N=4)	V. (N=13)
1. Increase understanding of CE in teachers and other education staff.	69	62	43	75	54
2. Increase competence of teachers and other staff in CE.	53	50	50	50	15
3. Increase career awareness of students.	56	88	93	-	8
4. Increase decisionmaking or job finding skills of students.	84	100	93	-	8
5. Develop community awareness and linkages for CE.	56	75	79	50	46
6. Develop CE curriculum.	62	75	64	50	31
7. Parent education in CE.	13	50	50	-	8

With respect to project activities which are designed to meet the project objectives, we have identified eleven major activity areas:

- development of Career Education courses and materials
- conducting workshops
- sponsoring staff visits to other projects
- sponsoring student visits to career-related locations
- sponsoring the use of persons from the community in the schools
- establishment of Career Education resource center
- job search/placement activities
- student projects/products
- newsletter
- slide-tape or film production
- person-to-person information/technique sharing among teachers and other career education practitioners.

The extent of utilization of these various activities is displayed in Table 6. Conducting workshops is the most emphasized activity (80%) and the development of courses and course materials is a major focus (77%) of most projects. Visits to world of work and the use of community persons in school programs are also common activities.

Each project funded was asked to specify the procedures which will be undertaken to evaluate its project and to communicate the results of project activities. Evaluation procedures in use by the Career Education projects fell into the general categories shown in Table 7. Clearly no one type of evaluation source was used by a majority of the projects. One major effort should be noted, however. A systematic evaluation of activities in 15 career education projects is being undertaken by National Testing Service (NTS) of Durham, North Carolina. In addition, over 30% of the projects indicated at least partial use of third party evaluators other than NTS.

TABLE 6

PERCENT OF PROJECTS EMPHASIZING SPECIFIC ACTIVITIES BY CATEGORY

SPECIFIC ACTIVITIES / CATEGORIES	I. (N=32)	II. (N=8)	III. (N=14)	IV. (N=4)	V. (N=13)	Total (N=71)
1. Develop courses/ material	88	62	64	100	69	77
2. Conduct Workshops	88	88	86	50	62	80
3. Sponsor staff visits	28	0	29	25	15	23
4. Sponsor visits to world of work	56	75	71	25	0	49
5. Sponsor use of community in schools	56	75	57	50	0	48
6. Establish CE resource center	34	75	57	0	8	37
7. One to one information sharing	38	25	50	25	0	31
8. Job placement	16	25	43	25	0	20
9. Student projects/ products	6	0	29	0	0	8
10. Newsletters	41	25	14	25	38	32
11. Develop slide-tape or films	31	12	7	0	15	20

TABLE 7

EVALUATION ACTIVITIES UTILIZED BY PROJECTS BY CATEGORIES (PERCENTAGES)

	CATEGORY					
WHAT WAS EVALUATED	I (N=32)	II (N=8)	III (N=14)	IV (N=4)	V (N=13)	Total (N=72)
1. Outcomes (attitudes, interest, skills, performance, etc.)	84	100	86	75	31	76
2. Process	88	62	77	25	46	72
3. Other (Cost benefit, etc.)	16	0	7	0	0	8
4. Not Applicable or not mentioned	0	0	0	0	54	10

WHO PERFORMED EVALUATION	I	II	III	IV	V	Total (N=72)
1. Project itself	31	25	21	50	46	32
2. National Testing Service	44	12	0	0	23	25
3. Other third party	29	12	57	75	8	31
4. Not Applicable or not mentioned	19	62	29	0	15	24

Communication Activities center around replicating materials for dissemination to other schools, school districts, and projects, and workshops or conferences. Newsletters and media productions are also commonly used as indicated in Table 8.

TABLE 8

PERCENT OF PROJECTS UTILIZING SPECIFIC COMMUNICATION ACTIVITIES BY CATEGORY

Communication Activity	Category I. (N=32)	II. (N=8)	III. (N=14)	IV. (N=4)	V. (N=13)	Total (N=71)
1. Make materials available to other projects	66	62	71	50	69	66
2. Conferences and workshops	88	88	86	50	62	80
3. Newsletters	41	25	14	25	38	32
4. Slide-tape and film	31	12	7	25	15	21
5. Inter-project visits	6	0	0	0	8	4
6. Use of news media	31	0	14	0	15	20

In the following paragraphs, we will describe some typical activities in each of the five funding categories. Projects mentioned are selected at random for illustrative purposes only.

1. Incremental Improvement, K-12 Projects

A total of thirty-two career education projects were funded during FY 1976 to improve the state-of-the-art of infusing career education into the total curriculum of schools serving Kindergarten through 12th grade students. As we have noted earlier, the major focus of these projects is the improvement of Career Education for students through development of the understanding of career education on the part of teachers and other staff and through the development of courses and materials. In Texas, for example, ten regional education service centers are providing career education curriculum writing workshops for 500 teachers. And under the sponsorship of the University of Maine in Orono, a demonstration career education model is being infused into the existing curriculum plan in the Bangor Public Schools. The basic model will be implanted by means of a train-the-trainer progression to reach over 370 teachers.

Many projects strive to capitalize on local resources. In St. Louis, a Community Learning Resource Guide is being disseminated to teachers, enabling them to better use in-house resources and field experiences for students and for bringing resource persons and activities into the schools. Similarly, the Niagara Falls, New York, project has provided teachers, counseling and job placement staff with a Directory of Volunteer Career Consultants representing the fifteen USOE career clusters.

Where local resources are lacking, some projects have taken imaginative steps to supply the career education needs of students and staff. For instance, in the State of Washington a cadre of "Career Assistors" are working throughout the State using Career Education mobile curriculum trailers. Further north, the career education project in Kodiak, Alaska, has taken steps to deal with its unique situation. Because a variety of occupational opportunities are not available in small rural villages, selected students are being brought into Kodiak for three one-day periods for the purpose of career awareness and exploration. Prior to their visits, the students receive individual counseling.

On-the-job career education experience or "job-shadowing" is a common feature of incremental improvement projects. This activity is used not only for students, but for teachers and other education staff. Among the sites with such student activities, the Covina, California, project has a Career Education Intern Coordinator in each district to prepare learning experience profiles for community businesses and industries, and to coordinate student participation in these organizations. In Pittsburg, Kansas, and Akron, Ohio, a summer work experience will be provided for teachers to give the teachers a "real feel" of specific work experiences outside of teaching so that the students might profit from the teachers' experience.

While most of the career education activity in incremental improvements concerns awareness, attitudes, and experiences, a small but significant portion of the activity is focused directly on getting jobs. A job placement program for high school seniors is carried on in Akron, Ohio. Similarly, Niagara Falls and other projects have school-based job placement services for students.

2. Projects in Senior High Schools, Community Colleges, Adult and Community Education Agencies and Institutions of Higher Education

Activities designed to demonstrate the most effective methods and techniques in career education in special settings are included in this funding category. During the current funding year, many of these projects have involved themselves in developing career education courses and materials appropriate for their respective settings. In addition, each project has contributed its own imaginative approaches to improving the state-of-the-art. Under sponsorship of the Florida Department of Education, three Florida counties have developed demonstration career education centers at selected high schools which will serve to replicate concepts and activities. A labor market model is being developed in Trenton, New Jersey, to aid students entering college in understanding labor market information, enabling them to make more realistic career choices. In Northern Virginia, a community college project is demonstrating strategies for providing career education skills to adult, non-traditional students. In New York City, Laguardia Community College has developed a career education model for community college students. In Salt Lake City, a multi-media project is directed at home-based career education for preschool children.

3. Projects for Such Special Segments of the Population as the Handicapped, Gifted and Talented, Minority or Low Income Youth and to Reduce Sex Stereotyping in Career Choices

Currently, fourteen projects are funded under the special population segment category. Of the three projects concerned with career education of the handicapped, one is a career education project for the blind, another for the educable and trainable mentally handicapped, and another is directed toward all handicapping conditions.

Five projects involve career education for the gifted and talented. A Smithsonian Institution sponsored project maximizes the use of out-of-door activities to demonstrate career education in science and education. A Eugene, Oregon, project for the gifted and talented includes the use of an "Executive Myth Inventory" by student interns in business and industry. At Texas A & M, an exemplary career education model for Gifted and Talented will be incorporated in a "Guide to Career Education for Gifted and Talented" enabling further implementation of the approach.

Four projects are directed at Career Education for Minority and Low Income Youth. Of these four, two are directed toward serving Native American students in rural areas. One serves an urban population in Jefferson County, Kentucky, and one serves a bilingual population in Worcester, Massachusetts.

To help reduce sex stereotyping in career choice, OCE has funded two special projects. One project in West Berlin, New Jersey, uses a multi-media curriculum to reduce sex stereotyping in Grades K-3 and provides teachers with illustrative short stories and a community resource guide which identifies local men and women in a-typical occupations. Another project is sponsored by the Girl Scouts of the USA which will develop greater awareness of the number and variety of career options open to females.

4. Training and Retraining of Persons for Conducting Career Education Programs

Four projects were funded by OCE to develop activities to demonstrate the most effective methods and techniques for the training and retraining of persons for conducting career education programs. At the University of California, Los Angeles, a project is developing replicable in-service workshops for secondary teachers. At the other end of the education participant spectrum, the American Association of School Administrators in cooperation with the National School Boards Association (Category 5) is updating education decision makers regarding the scope and thrust of Career Education through a series of nationwide workshops for 600 school executives and board members. A project in Oregon is directed at college and university faculty to infuse career education through the use of on-campus staff development cadres.

5. Activities Designed to Communicate Career Education Philosophy, Methods, Program Activities, and Evaluation Results to Career Education Practitioners and to the General Public

While all OCE funded projects are expected to incorporate a plan for communicating the results of their projects, thirteen projects have the specific mandate to provide broad-based communication of Career Education concepts and products.

In Washington, D.C., the Institute of Educational Leadership (George Washington University) has a project aimed at enhancing communication between the educator and the public policymaker at city, state, and Federal levels. In another project, Applied Management Sciences, Silver Spring, Maryland, is conducting a series of Career Education mini-conferences for practitioners, policymakers, and administrators at the post secondary level. These persons interact with OCE to debate career education issues, describe examples of successful practices, identify practical problems, and provide suggestions to OCE. Another phase of this project is to provide 25 national associations with the opportunity to study Career Education policy and practices and make recommendations to the Office of Education. The National Cooperative for Career Education at the University of Montana is drawing together Career Education programs and materials, hardware and software, public and private on a nationwide basis. This project will provide a central instructional materials library and a computerized retrieval system for Career Education. And in Northern Virginia, WNVT/Channel 53 is developing a 16mm-27 minute color film which illustrates how career education meets the needs of special groups (handicapped, gifted, etc.).

III. PERSONS SERVED BY FY 1976 PROJECTS

In any government-funded demonstration and development effort it is virtually impossible to specify with precision the number of persons being served by the projects. Unknown "ripple effects" and replications of project activities often carry concepts and services far beyond the originally intended recipients. The seventy-one OCE-funded projects are no different. We may at the outset, however, provide approximate estimates of those persons intended to receive the immediate impact of these project activities.

Overall, slightly over one million students K-12 will be immediate recipients of this year's career education activities along with several thousands of college students. Additionally, 43,000 parents will be involved in career education projects, together with numerous business-industry-labor representatives. Table 9 shows the approximate number of persons served by the FY 1976 projects by the five major funding categories, and Table 10 indicates the distribution of the funded projects according to ethnic/racial composition.

TABLE 9

ESTIMATED NUMBER OF PARTICIPANTS DIRECTLY SERVED

Participant Groups Category	I.	II.	III.	IV.	V.	Total
1. K-6	500,000	30	4,000	750	NA	504,780
2. 7-9	300,000	3,000	2,000	750	NA	305,750
3. 10-12	250,000	7,000	2,000	1,500	NA	260,500
4. 13/+	0	4,000	175	1,050	NA	5,225
5. Educational Personnel	2,000	440	400	2,100	25,100	30,040
6. Parents	20,000	22,000	500	600	*	43,100
7. Business-Industry	*	900	70	600	3,800	

* Unable to be determined from the data base source i.e., proposal and project profiles.

TABLE 10

NUMBER OF PROJECTS BY RACIAL/ETHNIC COMPOSTION

Ethnic Type / Category	Number of Sites		
	I. (N=32)	II. (N=8)	III. (N=14)
Ethnic Group Comprises Over 50%:			
White	25	8	10
Black	5		1
Hispanic	1		1
American Indian			2
Ethnic Group Comprises Over 20%			
Black	13	2	3
Hispanic	4		2
American Indian	1		2

As a result of this years' project activities, other persons will also be influenced through the approximately 5,465 school districts, 32 individual schools, 20 colleges and universities, and the 30 private sector associations and businesses involved in the current projects.

IV. SPECIAL ACTIVITIES AND EMPHASES FOR FY 1976

Four areas of need were indicated by OCE which required special emphasis and attention during the current program year. These special need areas are:

- improving management in career education
- improving evaluation in career education
- providing increased attention to the needs of handicapped students
- reducing race and sex stereotyping in career choice

While all projects were asked to work toward these special objectives during 1976 - 77 and the Office of Education provided special training for all project directors in these areas, some projects developed activities which explicitly address the four areas of special need.

Improving Management

As seen in the preceding section there is a strong emphasis on communicating the results and products of the individual projects outward to the educational community and the general public. In addition, there is for almost every project a self and/or outside evaluation effort. While these two factors do represent attention to improved management, there were a number of projects directed specifically at this goal.

A project by Pacific Consultants, Washington, D.C., is designed to bring together all the individual project directors and Career Education State Coordinators in a series of sessions with OCE staff for the express purpose of identifying and addressing management problems in all areas of Career Education. Two projects, one sponsored by the Stephen F. Austin State University in Texas, and the other sponsored by the American Association of School Administrators located in Virginia, will concentrate on developing and demonstrating effective methods and techniques for training and retraining persons for conducting Career Education programs. Two additional projects in California and Oregon are directed at this important management function of effective staff training. Another project sponsored by National Center for Career Education, Inc., in cooperation with ten nationwide universities will gather Career Education research results, programs and materials, hardware and software from the private and public sector for nationwide identification, evaluation, and dissemination.

Improving Evaluation

More than ninety-five percent of the projects in the first four categories incorporated some type of formal project evaluation either by the project itself, an outside evaluator, or a combination of the two. A project funded to the National Testing Service of Durham, North Carolina, is charged with developing an overall design and methodology for evaluation of Career Education programs. A major part of this effort will be the in depth evaluation of fifteen of the other projects funded by OCE. Another evaluation project is that funded to New Educational Directions, Inc., of Crawfordsville, Indiana, for the purpose of synthesizing and communicating the final reports and evaluation results and techniques of OCE projects funded in FY 1975 (1975 - 76 school year).

Increased Attention to the Career Education Needs of the Handicapped

As mentioned in previous sections, three projects (San Francisco, Castelton-On-Hudson, New York, and Arlington, Virginia) were specifically targeted at meeting the needs of the blind and other handicapped. Many of the other sixty eight projects indicated that the handicapped represented a percentage of their target populations. Finally, a portion of the film to be produced by WNVT in Annandale, Virginia, for national television concerning Career Education for Special Needs Groups will address the needs of the handicapped.

Reducing Race and Sex Stereotyping

While all projects were encouraged to address these two issues, six projects in category III (special needs groups) were specifically funded to meet these needs. Minority youth needs are being addressed in Louisville, Kentucky, for blacks, in Worcester, Massachusetts for the bilingual, and in Nevada and South Dakota for Native American students.

Two projects directed toward increased awareness by female youth of greater potential options in making career occupational choices are being operated by Cogent Associates in Princeton, New Jersey, and the Girl Scouts of the USA for a national effort.

V. SUMMARY

In the foregoing descriptive analysis, we have attempted to provide the reader with a brief overview of the projects funded for the school year 1976 - 77 by the U.S. Office of Education. Examples and references cited were intended to provide some of the "flavor" of the kinds of activities carried out under the 71 projects. Readers are encouraged to obtain additional understanding of the funded projects by reading the project profiles which follow. For further information, interested persons may contact the projects themselves or the Office of Career Education, USOE.

PROFILES OF PROJECTS IN CATEGORY 1

Incremental Quality Improvements

Project: SEARCH-DEPOT

Tuscaloosa, Alabama

Project Director:

Dr. Marie B. Sinclair
Tuscaloosa City Board of Education
1100 21st Street, East
Tuscaloosa, AL 35401
(205) 758-3845

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$130,000

Contract Award No. 300760346

Participating Institutions: Tuscaloosa City Schools

MAJOR OBJECTIVES:

Project: SEARCH-DEPOT seeks to serve Tuscaloosa City School students through the continued development and implementation of an exemplary career education model for grades K-12 (grades K-6 during the first year and secondary levels during subsequent years).

A. Provided with career education experiences through the SEARCH-DEPOT Program, the K-6 elementary target students:

1. will demonstrate increased self-awareness as measured by the Coopersmith Self-Esteem Inventory.
2. will demonstrate increased awareness of and knowledge about an expanding variety of career opportunities, as measured by a locally-developed Career Opportunity Scale or other suitable instrument.
3. will demonstrate increased competency in career education related decision-making skills as measured by a nationally validated criterion referenced test.
4. will demonstrate increasing understanding and appreciation of the career roles of others as measured by locally-developed rating scale.

B.1. Project target teachers will evidence increased efficiency in planning and prescribing materials, methods, and learning activities in Career Education for their assigned SEARCH-DEPOT target students based upon comparisons of self-report records.

C. The project director and staff:

1. will install and operate the major project components as programs highly isomorphic to those of the project plan.
2. will modify aspects of project operations as needed, and document the modifications appropriately.
3. will consider the implications of the results of various evaluation findings in planning subsequent operations.

PROJECT ACTIVITIES:

A. The project staff, target teachers, and others:

1. will up-grade an interdisciplinary K-6 career education curriculum based upon a systematically organized framework of concepts and objectives.
2. will participate directly in writing, field testing, and evaluating career education instructional materials (printed, video, and other non-printed) for grades K-6.
3. will select and develop materials for a Career Education Resources Center (SEARCH-DEPOT), which are appropriate to students' reading instructional levels as determined by the nationally validated Pegasus-Pace diagnostic procedures.

B. The career associates and teachers:

1. will prescribe instructional materials, methods and activities (including SEARCH-DEPOT printed and video materials) suitable to the student's diagnostic instructional levels.

2. will counsel with individual students who are in need of better self-understanding of abilities, attributes, etc.

3. will develop and operate a reporting and feed-back system which is appropriate to the program and which includes the use of a student Career Development Folder.

4. will plan and conduct at least two systematically scheduled parent conferences for each target student.

C. During each operational year the project director and staff will conduct a summer workshop, school year seminars, and full-day curriculum work sessions directed toward coordinating the implementation of the SEARCH-DEPOT program as well as toward the development by target teachers of skills needed to implement the program for students.

D. The Community Council will assist, advise and serve the project staff in a variety of ways:

1. to communicate with the community at large concerning the project.

2. to assist in evaluating the success of the project.

3. to serve as SEARCH-DEPOT resource persons.

4. to enhance the thrust of the project by reaching the Tuscaloosa community.

EVALUATION:

A. How will evaluation in the project be accomplished:

1. How will each of the objectives in Section II be evaluated (in brief terms) ?

   a. Diagnostic evaluation, to determine the instructional level for reading SEARCH-DEPOT printed career education materials.

   b. Formative evaluation, to check the progress of each target site student in career education instruction.

   c. Instructional process evaluation through Daily Planning Log, Planning Session Records, and Systematic Observation, etc.

   d. Documentation of Staff Development Objectives in the records of the various series of workshops. Documentation of microteaching and other activities designed to increase the skills of teachers will also be recorded in the Planning Session Records, interaction analysis data collection sheets, and interaction analysis matrices.

   e. Data relevant to the Community Involvement Component Objectives will be maintained in (1) the Project Director's log and (2) the minutes of the Community Council Meetings.

   f. Documentation for the Project Management Component Objectives will be maintained in the Project Director's Log and Planning Session Records.

   g. Summative evaluation by pre-post comparison of target students' gain with that of a comparable control group.

2. What evaluation resources will be used? (Internal and third party.)

COMMUNICATION:

A. The products that will be available at the end of the project:

1. Upgraded curriculum structure consisting of performance objectives systematically derived from concepts (K-6 for the first year).
2. Student and teacher-developed career stories keyed to the diagnosed reading instructional levels of students, K-6.
3. Project developed video tapes designed to expand and extend students' awareness, understanding, and valuing of their own career opportunities as well as the dignity and worth of all types of productive work.

B. Conferences, workshops, etc.:

June 30, 1976 -- Alabama Career Education Conference. (Other dates to be announced.)

C. Descriptive literature:

The attached printed brochure is presently available. Corresponding overhead transparencies are also available.

Project: Kodiak Incremental Improvement of Career Education (K-12)
Kodiak, Alaska

Project Director:
Robert C. Greene, Superintendent
Kodiak Island Borough School District
Box 886
Kodiak, AK 99615
(907) 486-3131 EXT. 65

Grant Award from Career Education Program for 7/15/76 to 7/14/77:

$91,000

Grant Award No. G007604411

Participating Institutions:
Kodiak Island Borough School District
CE_2 - Community Based Career Education Project

MAJOR OBJECTIVES:

1. Upgrade the knowledge of Career Education through inservice training for teachers of the Kodiak Island Borough School District.
2. Integrate into the district's curriculum, to the fullest extent, the programatic assumptions, goals, objectives and activities of Career Education.
3. Provide village and town students with a series of career awareness, exploration and preparation experiences, utilizing career oriented purchased and locally prepared materials.

PROJECT ACTIVITIES:

1. A five (5) day workshop will be held in Kodiak to train 20 teachers in the area of Career Education during the last part of August. This project will be planned by the Project Director, who is also the Career Education Director for the Kodiak Island Borough School District. Included in this planning will be Curriculum Director, the Career Education Task Force, and other teaching and administrative personnel that may be needed.

   The goals of this workshop are to provide the participants with: (1) a global overview of the philosophy and major concepts of career education, (2) specific content related to teaching career education, (3) techniques, strategies, and materials to teach career education.

   Follow-up and monitoring will be done by the Career Education Director through trips to each village and each town teacher, who has participated in the workshop.

   During the school year, additional workshop days and on-site consultants will be planned for participants. The activities of these days will be based upon individual participants' needs to implement their workshop learnings in the back-home school situation.

2. A Task Force of teachers, principals, Curriculum Director and the Career Education Director, will assess the current state of the curriculum, including career education, and identify two curricular areas which have the greatest need to be rewritten. The revised curriculum will identify goals, objectives, activities and methods, resources and evaluation procedures needed to integrate into the district curriculum academic basic skills and career education concepts.

   Consultants may be used to act as resource agents for the Task Force. Only consultants with experience and knowledge relative to Alaska and its unique needs in career education and curriculum will be called upon for technical assistance.

The final written curriculum will be presented to the Board of Education for district adoption. Unit administrators will be instructed to monitor implementation in their buildings. Evaluation procedures will be followed, as written by the Task Force and Third Party Evaluator. Status reports will be made to the School Board.

3. Kodiak will order career related films and material, which will be distributed throughout the Kodiak Island Borough School District, through the use of the Career Education Center in the high school and the Instructional Media Center. PROJECT DISCOVERY materials will be ordered and disseminated to each of Kodiak's seven remote villages.

   Selected village students, from each of Kodiak's seven (7) village schools, will be brought into Kodiak for the purpose of career awareness and exploration. This activity will enable students to examine various occupational opportunities, which are not available in small rural villages and to explore the World of Work. Students will be in town three days. Each student will be individually counseled by the Project Director or his representative, prior to coming to town.

   Twenty (20) slide/tape presentations of occupations in Kodiak will be planned and produced by the Career Education Director and staff. The end product will consist of 20 locally produced career slide/tape programs, with at least one representative from each of the 15 U.S.O.E. Clusters.

EVALUATION:

Objective 1: (1) Each workshop participant will complete a daily evaluation of workshop activities and leaders. This information will be used to plan and do any redesigning of activities which would improve the workshop. A final evaluation will be completed by: each participant, each consultant, and the Project Director. (2) The data will be combined and summarized and made available to the Career Education Steering Committee and to an outside evaluation team for decision-making in program planning and development.

Objective 2: (1) Third party evaluators will determine: (a) What evidence is there that Career Education is integrated into the daily teaching activities? (b) Is there evidence of improved skill acquisition? Attitudinal change? (c) Has career education improved pupil learning?--if so, how?

Objective 3: (1) Evaluation of all Career Education media, and specifically PROJECT DISCOVERY material, will be evaluated by: (a) Evidence of media use and teacher and student reaction to media analyzed by Project Director and Third Party Evaluator. (b) Assessment of career "horizons" developed in village and town students. Village teachers will conduct informal assessment of student responses to the Career Education media. The format and instruments will be developed by the Third Party Evaluator and Project Director. (2) Evaluation of Career Awareness and Exploration will include: (a) Student Career Exploration Post-Survey. (b) Parent Career Exploration Post-Survey. (c) Teacher interview and summary report of each village exploration. (d) Third Party Evaluation analysis, as per Overall Project Procedures.

COMMUNICATION:

1. Twenty (20) slide/tape presentations of careers in Kodiak to all village teachers and made available to all town schools. Program could be made available to other districts on a cost basis (June, 1977).
2. Career Education Infused Curriculum Guide, K-12. Disseminated to all teachers in the district. Available to other districts on a cost basis.
3. Career Education Activity Book, made from activities teachers developed. Disseminated to all staff by grades, April, 1977. Available to other districts on a cost basis.
4. Monthly Career Education Newsletter to all staff and administration in the district.
5. One (1) Comprehensive Newspaper Account of District Career Education

Activities, for the General Public.

6. Interim and Final Reports to District Teachers, Administration and School Board. Available to other districts on a cost basis.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served: K-12 Students
Type of Area Served: Rural, Small Town
Number of Persons Served: K-6: 1,238
7-8: 354
9-12: 595
Minority Groups Served: Alaskan Natives 30%

Income Distribution:

Under $5,000	13%
$5,000-$9,999	19%
$10,000-$14,999	39%
$15,000-$19,999	21%
$20,000 or more	8%

Special Populations: Handicapped: 7%
Gifted and Talented: 1%

Project: "A Consortium for Incremental Improvement of a Comprehensive K-12 Career Education Program"
Sacramento, California

Project Director:	Paul N. Peters, Manager California State Department of Education Vocational and Career Education Services Section 721 Capitol Mall Sacramento, CA 95814 (916) 445-2575	Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77: $170,000 Contract Award No. 300760334

Participating Institutions:
California State Department of Education, Sacramento
Sacramento (CA) City Unified School District
Monterey (CA) Peninsula Unified School District

MAJOR OBJECTIVES:

The project, as approved, will attempt to:

1. Improve school/community cooperation in career education implementation.
2. Provide improved career education counseling.
3. Develop a curriculum tuned to the employment needs of the community.
4. Foster flexibility in attitudes, skill and knowledge.
5. Eliminate distinctions between education for vocational purposes and general academic education.
6. Stress hands-on, work experience and career exposure activities.
7. Coordinate the middle and secondary schools with the RISE (Reform of Intermediate and Secondary Education) recommendations.
8. Utilize an evaluation plan based on the collection of hard data.

PROJECT ACTIVITIES:

The Consortium: This project has been designed to promote innovation and exploration of instruction, curriculum development, community involvement, and staff development resulting in incremental improvement of K-12 career education programs. To accomplish this task, the California State Department of Education has joined its resourecs with those of the Sacramento Unified School District and the Monterey Peninsula Unified School District to form a consortium.

To direct the activities of the consortium, an innovation and coordination committee will be formed. The committee membership will consist of persons with outstanding qualifications and will include leaders from business, industry, labor, government, students, parents, teachers, counselors and school administrators. The committee will begin its innovation/coordination role using the recommendations of the Superintendent's Commission for the Reform of Intermediate and Secondary Education (RISE).

Monterey: Activities at Monterey will include:

Provide experiences at all grade levels for students to develop their own abilities to gather, process, use and act upon information effectively via a variety of decision making experiences, values clarification and applications of basic skills to real and simulations of the adult world.

Significantly increase the variety of career awareness, career exploration and career preparation experiences available to all students as a basis for more informed career planning and decision making.

Further develop and implement a sequential program of economic and consumer understanding for each grade level with the objective of improved considerate decision making in all areas relating to economics and consumerism.

Significantly increase the numbers of people from the community and parents involved in the whole career education effort in this district. Further, emphasis is to be given to increasing the varieties of different opportunities for contributions these resources can make to the program.

Expand the staff development program so as to ensure that all staff members are prepared to integrate career education concepts and methodologies into the instructional program of every classroom.

Sacramento: Activities at Sacramento will include:

Two separate yet unified programs: One establishes higher level of learner outcomes for the schools involved in previous career education projects. The second is a basic program for the schools that will participate in career education activities for the first time.

The proposed project will involve grades K-12 at five school sites Sacramento Senior High School, grades 9-12; Kit Carson Middle School, grades 7 and 8; Sutter Middle School, grades 7 and 8; Theodore Judah Elementary School, grades 3-6; and David Lubin Elementary School, grades K-6.

The outcome objectives in the proposed plan are divided into program components: Instructional Program, Community Involvement, Inservice Education, and Curriculum Development. A fifth component section, Innovative Practices, lists district plans for extensive cooperation with the California State Department of Education and the Monterey Unified School District through a consortium.

EVALUATION:

The major anticipated outcome of this project is to effect incremental improvements in K-12 career education implementation in two school districts.

It will be the purpose of evaluation to measure the effectiveness of the project activities in achieving the above major desired outcome. The ultimate purpose of identifying effectiveness is the improvement of career education efforts. To do so, both formative and summative findings pertaining to project activities will be required.

The purpose of obtaining student outcome data will be to identify activities that are most productive in improving career education. Therefore, evaluation data are desired for the purpose of improving implementation and management techniques and not a measure of good or bad programs.

Data to be processed will be obtained by comparisons between pre- or baseline and post-information pertaining to treatment and non-treatment groups. Expected outcomes for each project activity will be specified and appropriate instruments, both commercially available and locally made, will be administered to experimental and control subjects.

Each site will be directly responsible for testing and maintaining records for evaluation purposes. The State Department of Education will be responsible for monitoring activities at each site. In addition, the State Department of Education will be responsible for selecting and funding an independent third party evaluator who will sample and validate all findings resulting from the site evaluation activities.

Monterey Peninsula Unified has already been designated as a site for the National Evaluation Model development effort by National Assessment of Raleigh, North Carolina.

COMMUNICATION:

The design of the application calls for experimentation on a limited scale to avoid large expenditures for implementation on a wide scale before the feasibility of the activity has been proven. When a tested activity has been recommended by the innovation and coordination committee as being an effective means of career education delivery, it will be disseminated to other schools within the two demonstration site districts.

The State Department of Education will utilize project results in its program of state-wide staff development in career education. The department will also enter reports and training packages into the Vocational Education Resource Information Center (VERIC) system for dissemination purposes, in the San Mateo Education Resource Center (SMERC), and in the Educational Resource Information Center (ERIC).

Additionally, reports and materials will be made available to the California School Boards Association, The California Association of Work Experience Educators, The California Industry Education Council, The California Educational Research Association, and the California Personnel and Guidance Association. In addition to making materials available to these organizations for dissemination, the organizations will be encouraged to participate actively in developing world of work involvement with the world of education.

A cardinal principle of the project will be the development of products that are transportable to other schools throughout the nation. Funds will not be used in exotic ways that will be difficult to emulate. Funds will be used to provide new techniques in effecting incremental improvement in career education in ways that are available to other districts.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students/Parents	
Type of Area Served:	Suburban	
Number of Persons Served:	K-6	3852
	7-8	2143
	9-12	3572
	Teachers	405
	Other Staff	156
	Parents	17,000 (Est)
	Community Inv. Directly	1,200 (Est)

Project: Incremental Improvement Project for Career Education (K-12) Phase II
Burlingame, California

Project Director:
Ms. Lucinda L. Kindred
Industry-Education Council of California
1575 Bayshore Highway
Burlingame, CA 94010
(415) 567-6357

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:
$110,000

Contract Award No.
300760335

Participating Institutions:
Industry-Education Council of California
San Francisco Unified School Disctrict
Sequoia Union High School District
Bay Area Learning Center
Enterprise for High School Students
Employment Development Department
California Task Force on Career Education

MAJOR OBJECTIVES:

1. To develop a training program that will build a foundation at each school for teachers, counselors, and administrators to learn how to use community resources, develop a career education curriculum, and how to manage a program that goes beyond the school walls.

2. To develop processes for consolidating, sharing (importing and exporting workable programs from school to school), and improving a smorgasbord of student learning activities, fragments of which are present at all the schools. The program will include formal and informal learning opportunities in structured and unstructured settings.

3. To develop a career education installation process which builds at each school site the base to expand career education at the school and allow successful career education program elements to be exported to other schools and vice versa.

4. To develop a community involvement process that will put the school and community into a positive rapport and to document how this process of community involvement can lead to a modification and extension of program goals.

5. To develop programs that work at breaking down the cycle of discrimination and sex role stereotyping that minority and female students face in the world of work.

PROJECT ACTIVITIES:

This project will develop a coherent and comprehensive (K-12) demonstration program and incremental improvement in career education by working outward from high schools and two junior highs in the three districts: San Francisco Unified School District, Oakland Unified School District, and Sequoia Union High School District.

The program envisages consolidating, sharing (importing and exporting workable programs from school to school), and improving a smorgasbord of student learning activities, fragments of which are present at all the schools. Such an approach is one that will eventually provide and install within the school systems a comprehensive program in career education. The program is designed to allow a multiplicity of learning strategies and learning environments for students from the diverse ethnic and cultural groups that make up these urban communities. The program will include formal and informal learning opportunities in structured and unstructured settings. This will require us to establish what does not now exist - training for all school personnel so that they understand that informal and non-structured learning in the world of work is as valuable as traditional classroom instruction, what is required to implement career education programs, and how to continuously improve such programs based on a working evaluation process.

The program will contain a substantial in-service component for teachers and counselors to provide them with information about the world of work outside of education, how to relate their particular subject area to its later work application, possible avocational and leisure time activity for students, and how to capitalize on the resources and opportunities for learning outside the school community (parents, employers, agencies, and organizations) to assist the teacher in communicating information about the world of work to their students and skill building workshops relating to values, self-esteem building, and decision-making strategies.

We will deal directly, as well, with the more subtle questions that determine whether or not a program that is introduced and supported with outside funding and people ends up being installed into the normal, routine activities of schools. This is why we have an "organizational infusion" component that involves teachers, counselors, administrators, parents, and members of the work community.

A major thrust of the project will be to strengthen and develop, where necessary, the information and community support component required for the effective coordination and development of information and experiences for students in learning experiences outside the classroom. This component will include: strengthening and identifying resources in the parent community that can be used inside and out of the school setting; the development of the business, industry, labor, government, and professional community to provide information for teachers and students as well as learning in the community; and to refine the coordination, effective management and optimum usage of these valuable information resources.

EVALUATION:

A major element of the project is the development of a way to evaluate the processes for installing a comprehensive career education program in schools. This means that our evaluation will focus on the methods, techniques, and strategies for sharing effective programs among and within individual schools. To achieve the installation of career education in the schools, the evaluation will be performed at several levels and with different information needs in mind. To do this we are including school boards, school administrators, teachers, counselors, parents, the wider business community, and students in the process of establishing outcomes and criteria for success.

COMMUNICATION:

Periodic newsletters and reports (approximately bi-monthly) will be issued by the Industry-Education Council of California throughout the duration of the project. These will be disseminated free of charge to approximately 13,500 individuals from education and the community (particularly the business, labor and industry communities) statewide. Additional copies will be mailed to all Career Education State Coordinators.

A Spring conference sponsored by the Industry-Education Council of California will provide a forum for sharing the project's activities, as well as other career education projects within and outside the state of California.

A final evaluation report of the project will be distributed to all State Career Education Coordinators and to others upon request for the cost of printing and postage.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Teachers, Parents, Administrators, Community Participants	
Type of Area Served:	Urban	
Number of People Served:	K-8:	3,550
	9-12:	6,450
Minority Groups Served:	Black:	35%
	Spanish Surname	28%
	Oriental	9%

Project: Improving Career Education Through Combining Work Experience Education Activities with Academic Learning and Career Exploration
Los Angeles, California

Project Director:	Maurice Flora Coordinator Career Education California Association of Work Experience Educators 1053 Durfee, South El Monte Los Angeles, CA 91733 (213) 966-8331 EXT. 213	Grant Award from Career Education Program for 7/15/76 to 7/15/77: $75,200 Grant Award No. G007604410

Participating Institutions:
Chaffey Union High School District
Huntington Beach Union High School District
Charter Oak Unified School District

MAJOR OBJECTIVES:

Objectives of this project are listed as project objectives and student outcome objectives. Project objectives describe operating conditions which should prevail at the end of the grant period. Student outcome objectives describe student learning which should result from extended student participation in a fully operational EBCE program. The following are the project objectives:

1. The project will expand the involvement of employer and community organization and individuals in the educational process by increasing the diversity of careers represented and available for student exploration and by increasing the scope of learning experience available to students in community settings.

2. The program will increase the availability and attractiveness of career exploration and career development opportunities for all high school students.

3. The program will promote the integration of academic, vocational and general education.

4. The program will increase the relevance of education to employment and functioning in society.

5. The program will encourage development of attitudes, skills, and knowledge enabling students to cope with accelerating societal change.

6. The program will foster positive attitudes in the school and community toward experience-based learning as a legitimate educational activity.

PROJECT ACTIVITIES:

During the fall of 1976, a career intern coordinator (CIC) in each district will prepare learning experience profiles for community businesses and industries, which will act as resource sites for the career internship of at least thirty students to be enrolled in each district during the school year. The CICs will work with department chairman and counselors at the target high schools to develop activities which would provide academic learning as well as career exploration.

During the Fall semester, counselors, teachers, coordinators, and clerks involved with the project will be trained by Far West Laboratories to use the instrumentation of the Experience Based Career Education (EBCE) model. Prior to and following the staff training, learning experience profiles will be developed in each of the three participating districts. The project concept and operational information will be presented at the Fall conferences of the Association in mid October and early November.

By mid November at least 15 students will be enrolled into the EBCE programs of the three participating school districts. These students will meet with the CIC each week to develop learning objectives prior to and while placed in career internships in local businesses and industries. During the course of the semester Far West Laboratory Staff will visit with staff in each district to continue the inservice process.

By the beginning of the second semester (January 31, 1977), at least 30 students in each of the participating school districts will be enrolled in the EBCE program. At least 30 business and industry training sites will have been developed so that learning experience profiles are available for students and staff. Weekly meetings will continue with the CIC to provide opportunities for individual student goal setting relative to career exploration experiences, business and the student. Approval of learning objectives will be sought through interaction with chairman and the CIC.

During the months of May and June, evaluation of the program objectives will take place. A first dissemination of the project activities and preliminary outcomes will be made at the state convention of the Association in May. This will provide other districts within the state of California information concerning the potentials of and the possibility for implemention of and EBCE program relating academic to career exploration through work experience education.

EVALUATION:

Objective 1: Data will be gathered during program implementation to indicate the resources available in light of the twelve career families (as indicated by the American Institution of Research Taxonomy); the percentage of professional, skilled, and unskilled per categories; the number of resources in the various academic fields; the number of resources who have participated with students at the exploration/investigation levels; and the number of resources available as compared to the number of students enrolled.

Objective 2: Enrollments in the total high school Work Experience Education program will be tabulated to indicate the variables for the students enrolled in the following categories: sex, program classification (college prep, vocational, general), and GPA.

Objective 3: A tabulation of credits assigned to EBCE students will be made. A self report will be administered in order to indicate whether the students perceive the program as increasing their understanding of the way academic knowledge is used in careers.

Objective 4: Involved students will be surveyed concerning their perceptions of the programs as it prepares them for informed career choices.

Objective 5: The staff will review project descriptions and the products submitted by the students for semester credit assignment to determine the variable which would indicate student development in decision-making and personal skills. These items will also be assessed to determine the number of students who have had at least orientation level experiences in more than one career family.

Objective 6: A mail survey will be taken among those resources who have had more than one orientation level experience with students. The survey will ask for reactions toward the program objectives, curriculum design and the student experiences at the resource sites. Telephone contact will be made with parents/guardians of students concerning their opinion of the program and its effect on the particular students. Students will be asked to provide information which would provide a summary of their attitudes about the program in a statistical comparison of attitudes about previous programs (information which will be collected at program entry).

Note that the first year is the developmental year. The project will not try to evaluate student outcome objectives during the first year but will focus on project objectives. A third party will be hired.

COMMUNICATION:

Basic descriptive literature about the EBCE Models is available from Far West Laboratories in San Francisco. Information about activities at the three sites will be disseminated through conferences, conventions and work shops within the State of California. Information and training in the EBCE process and program design is also available. Three dates have already been determined as follows: October 14 and 15 in Santa Rosa, California, November 4 and 5 in Pasedena, California, and at the state convention in Anaheim, California, May 12 and 13, 1977.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	10,11 and 12 grades students, teachers, counselors, and administrators of the three districts; business/industry personnel and parents in the three participating districts.
Type of Area served:	Chaffey-Urban, Huntington Beach-Suburban and Charter Oak-Suburban
Number of Persons Served:	At least thirty 10th, 11th, and 12th grade students will be participating in each of three sites. At least 30 business industry participantswill be involved with the students. At least 30 parents will be involved with the evaluation.

Minority Groups Served:

	Chaffey	Huntington Beach	Charter Oak
American Indian		.008	0.5
Black	2	.002	.7
Mexican American	15	.03	
Oriental		.02	1.8
Spanish Surname		.00	5.8
White	82	.92	91.2
Other	1	.02	
TOTAL	100%	100%	100%

Income Distribution:

In Charter Oak 248 out of 8,901 students enrolled are on Aide For Dependent Children program.

	Chaffey	Huntington Beach
Under $5,000	5%	2%
$5,000-$9,999	20%	15%
$10,000-$14,999	40%	35%
$15,000-$19,000	30%	23%
$20,000 or more	5%	25%

Special Population:	Chaffey	Huntington Beach	Charter Oak
Handicapped:	0%	1%	5%
Gifted and Talented:	2%	25%	60%

Project: A Qualitative Incremental Improvement to Reduce Sex Role Stereotyping on the Career Choices of Junior High Students
Lakewood, Colorado

Project Director:	Dr. Robert E. Blum Coordinator of Career Education Jefferson County Public Schools 1209 Quail Street Lakewood, CO 80215 (303) 234-7000 EXT. 369	Assistance Contract Award from Career Education Program for 8/9/76 to 8/9/77: $42,066 Contract Award No. 300760419
Participating Institutions:	Jefferson County Public Schools	

MAJOR OBJECTIVES:

1. Students in grades 8-9 will identify and clarify values related to the effect of traditional sex role stereotyping on career choice through use of a Language Arts/ Career Education unit entitled, "The Now and the Future."
2. Eighth and ninth grade language arts teachers will be prepared to implement "The Now and the Future" unit, become aware of their own attitudes and become acquainted with techniques to reduce the effect of traditional sex role stereotyping in career choice.
3. To validate curriculum materials designed to reduce the effect of traditional sex role stereotyping in career choice.

PROJECT ACTIVITIES:

During the early fall of 1976, "The Now and the Future" unit will be revised, reproduced in quantity, and distributed to all junior high schools.

Project consultants will be identified and assigned responsibilities.

The in-service plan will be planned, developed and executed.

The Language Arts/Career Education unit will be implemented in the language arts departments of all junior high schools in the district.

The evaluation contractor will be identified and the evaluation plan prepared including: revision or creation of instrumentation as necessary to evaluate teacher/ student attitudes, the in-service program, implementation process, and the instructional materials.

The results of the project test will be disseminated via written and mediated reports through appropriate local, state and national avenues.

EVALUATION:

Objective 1: Students in experimental and control groups will be pre-tested in the fall of 1976 to determine their attitudes and values related to the traditional sex-role stereotyping of career choices. The test will be constructed by the evaluation contractor with input from the local staff. A post test will be administered in the spring of 1977 with statistical comparisons made utilizing the Statistical Package for the Social Studies (SPSS).

In addition, performance based criteria will be developed for continued use within the district.

Objective 2: The evaluation contractor will prepare pre and post tests to be used with all 80 teacher participants and 80 control group Language Arts teachers to measure the knowledge and attitudes resulting from in-service activities. The SPSS will be utilized to examine the significance of relationships that exist.

Objective 3: Teacher questionnaires will be developed to assess the utility, effectiveness and flexibility of the unit materials.

COMMUNICATION:

The project staff along with consultants, advisory groups and local district officials will plan and execute the dissemination of the results of the project. The first aspect of the dissemination effect will take the form of a slide tape program and a case study report based on the project's instructional materials. These will be made available to interested parties through the Jefferson County Schools.

The second aspect is dissemination of materials associated with the in-service program. Alternatives such as making the materials available through the Jefferson County Schools, the State Department of Education or other agencies will be considered.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	8-9-Students	
Type of Area Served:	Suburban	
Number of Persons Served	8-9: 12,000	
Minority Groups Served:	American Indian:	.169%
	Black:	.291%
	Mexican American:	3.486%
	Oriental:	.603%
	White:	95.451%
Income Distribution:	None Available	
Special Populations:	Handicapped: 10%	
	Gifted and Talented: 10%	

Project: "I Believe in Kids" - A Career Education Development Project
Monticello, Florida

Project
Director: Albert Thomas, Jr.
Jefferson County School Board
Career Education Project
P.O. Box 499
Monticello, FL 32344
(904) 997-4458/2022/2626

Assistance Contract Award
from Career Education
Program for 7/1/76 to
6/30/77:

$66,883

Contract Award No.
300760345

Participating
Institutions: Jefferson Elementary/Mamie Scott Annex
  Stephen Walker, Principal
Howard Middle School
  George Pittman, Principal
Jefferson County High School
  Kelly W. Kilpatrick, Principal

MAJOR OBJECTIVES:

The project will undertake activities designed to:

1. Increase parent, teacher, county level school administrators and business/labor support of and involvement in Career Education.
2. Increase career and self awareness in grades K-12 including EMR and SLD students.
3. Effectively disseminate information about the project during the course of and at the end of the project year, and produce the following learner outcomes:
    a. increased competence in basic communication skills for low achieving 9th graders
    b. improved work habits, work-seeking and work getting skills as well as increased career decision making skills for 9-12 students.
    c. decreased stereotyping of occupations to sex and race for K-12 students.

PROJECT ACTIVITIES:

During the summer months teachers, parents, county level administrators and business/labor representatives will be actively recruited by the project staff, previously committed teachers, and the Career Education Advisory Committee. In-service training sessions will be provided for teachers and county level administrators. Other sessions will be offered for parents and business/labor representatives to inform them of how they can become actively involved in the schools.

Following extensive in-service training of K-12 teachers and counselors during the months of July, August, and September, activities will be implemented in the classroom that will emphasize self-awareness, career awareness, educational achievement, good work habits, work seeking and work getting skills and decision making skills. Teaching strategies will involve curriculum infusion, field trips, role playing, large and small group counseling, resource speakers, and activity based instructional materials. In the case of EMR and SLD students, the inventory of materials will be carefully increased. In addition to these activities a wealth of information will be provided for subject area teachers, so as to show the career implications of what they teach.

An attempt will be made to determine the effect of career education upon the achievement of low achievers in basic communication skills. Two 9th grade English classes will be used, one as the control group and the other as the experimental group. The experimental group will receive special career-oriented instruction and the control group will receive traditional instruction.

A special in-service training session will be devoted entirely to racial and sexual stereotyping in the world of work. Materials will be provided for students and teachers that depict women and minorities in non-traditional career roles; also an attempt will be made to arrange for presentations by resource speakers who are involved in non-traditional career roles, both female and minorities.

EVALUATION:

The evaluation design will be determined on August 12 and 13, 1976 with Dr. Richard Rolhf from National Testing Service, Durham, NC.

COMMUNICATION:

A final report of the project will be available through National Testing Service and the Project. It will be distributed upon request for the cost of printing and postage.

A bimonthly newsletter will be published and distributed to the following: the 1976-77 federally funded projects, fifty State Departments of Education, sixty-six Florida School Districts, local, civic, and social organizations, parent groups, teachers, and key government officials at the local, state, and national levels.

Special appearances on local television and radio along with newspaper articles and visits with parents and civic and social organizations will be other means of communication during the project year.

The project staff will participate in state and national educational conferences to inform others about the project and its activities.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students, Teachers, Counselors, Administrators, Parents	
Type of Area served:	Small rural town	
Number of Persons Served:	K-5:	1,035
	6-8:	583
	9-12:	758
	Parents:	300
	Teachers:	90
	Administrators:	9
Minority Groups Served:	Black:	69.45 %
Special Populations Served:	Gifted:	.67%
	EMR:	.84%
	SLD:	.18%
Income Distribution:	Under $5,000:	52.77
	$5,000 - $9,999:	29.41
	$10,000 - $14,999:	12.70
	$15,000 - $19,000:	4.00
	$20,000 or more:	1.12

Project: CSRA Project for Incremental Improvement in Career Education

Thomson, Georgia

Project Director:

Ms. Margaret T. Harper
Project Director
Central Savannah River Area
Cooperative Education Service
Agency
P.O. Box 868
Thomson, GA 30824
(404) 595-6990

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$157,385

Contract Award No.
300760333

Participating Institutions:

Columbia County School System:

Bel Air Elementary School:	K	North Harlem Elementary:	K-4
S. Columbia Elementary:	1-7	South Harlem Elementary:	5-7
Evans Junior High:	8-9	Columbia Junior High:	8-9
Evans High School:	10-12	Harlem High School:	10-12

MAJOR OBJECTIVES:

1. Students in grades K-12 from the Harlem and Evans school districts of the Columbia County School System involved in the Career Education Project will improve their overall pupil performance by unifying and focusing basic subjects around a career development theme.

2. Students in grades K-12 from the Harlem and Evans school districts of the Columbia County School System involved in the Career Education Project will be provided career education activities with no sex role stereotyping.

3. Over a one-year period 50% of the classroom teachers in grades 10-12 from the Harlem and Evans school districts of the Columbia County School System involved in the Career Education Project will have incorporated activities and resources into their subject matter area context which will facilitate the career development of students.

4. Students in grades 10-12 in both Harlem and Evans school districts of the Columbia County System involved in the Career Education Project will be provided intensive guidance and counseling for the purposes of assisting students in selecting an occupational specialty with the following options: intensive job preparation, preparation for post-secondary occupational programs, or preparation for a four-year college.

PROJECT ACTIVITIES:

1. In the fall of 1976 the Career Education Staff will work with interested teachers at each grade level, K-12, on a one-to-one basis and through workshops and group meetings, from both the Evans and Harlem districts, in developing and integrating career education activities into the basic subject matter areas. Hopefully, teachers will begin to think of Career Education as a method of teaching rather than something in addition to their regular teaching load, and students will be more interested in the subject matter areas because it will be made more meaningful and relevant to the real world.

2. Workshops will be held in the fall of 1976 with the Career Education Staff and the Career Education teachers, by Dr. Jean Miller of the University of Georgia, to help educate everyone on the elimination of sex-role stereotyping in the Career Education program.

3. Interested teachers at each grade level, K-12 from both the Evans and Harlem districts, will be identified early in the year by meetings with the individual school principals and teachers. These teachers will represent the corps group of teachers involved in the career education program. They will receive continuous help and direction from the career education staff on a one-to-one basis, through workshops, visitations with business and industry, and visitations of other career education projects in the state of Georgia. Hopefully, at least 50% of the teachers in the pilot schools will see the positive results of the career education program in the classrooms of the group and will thus be motivated to incorporate career education activities within their own classroom.

4. A meeting will be held with each of the secondary school principals and guidance counselors on a one-to-one basis with the career education staff to "sell" them on the idea of an intensive guidance and counseling program for the students in grades 10 through 12. Once they learn the benefits such a program can have for the students, teachers, and school, it is expected that the principals will establish each teacher in the school as an advisor for a specified number of students in that school. Teachers will be assigned advisorship based on their own interests and educational background in regard to the fifteen occupational clusters; students will be assigned on the same basis. Hopefully, at least one hour a month will be devoted solely to guidance and counseling activities between the teacher-advisor and the students. The guidance counselors will work with the teacher-advisors in developing profiles of the students and securing necessary materials and information for them.

EVALUATION:

Will be worked out at a Design Conference on August 10 and 11 with the National Testing Service of Durham, N.C., our third party evaluator selected by the U.S. Office of Career Education. A pretest will be administered in the fall and a post test in the spring; a context test will be administered in midyear. The National Testing Service plans to develop both a common instrument for the fifteen projects involved and an instrument which is unique to Columbia County. Both of these instruments will be Information Based Tests.

COMMUNICATION:

The Project Director will report monthly to the Superintendents of the 12 counties in the CSRA which are members of CESA.

A newsletter will be sent out monthly to ALL of the teachers in Columbia County, and administrators, and to the other schools in the CSRA CESA.

Release time will be provided for teachers in the CSRA CESA to visit the pilot schools.

All materials developed for incremental improvements in career education will be distributed to any interested persons or organizations for the cost of materials and postage, if necessary.

A final evaluation report of the project will be distributed free to all State Career Education Coordinators in August 1977 and to others upon request for the cost of printing and postage.

DEMOGRAPHIC INFORMATION:

	Evans	Harlem
Levels/Groups Served:	K-12 Students	K-12 Students
Type of Area Served:	Suburban	Rural
Number of Persons Served:	K-7: 786 8-9: 964 10-12: 1114	K-7: 782 8-9: 440 10-12: 688
Minority Groups Served:	Black: 12%	Black: 36%
Income Distribution:	(information not available)	
Special Populations:	Handicapped: 9% Disadvantaged: 15% Gifted and Talented: 4%	Handicapped: 11% Disadvantaged: 25% Gifted and Talented: 2.5%

Project: Illinois Career Education Service Centers (Urban and Rural): A Vehicle for Dissemination
Springfield, Illinois

Project Director:	Ms. Donna Martin Educational Consultant Career Education Illinois Office of Education 100 North First Street Springfield, IL 62777 (217) 782-2826	Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77: $150,000 Contract Award No. 300760344

Participating Institutions:
Northeast Educational Cooperative (Urban Area Service Center)
Alexander-Pulaski County Vocational Center (Rural Area Service Center)
Dr. Larry Bailey (Handbook for Teachers of Special Students)

MAJOR OBJECTIVES:

1. Each Service Center will impact change in career education programs in the local school districts which make up their service regions.
2. Each project center will provide quality services to the local education agencies which they serve.
3. The project centers will effectively utilize resources available to them in meeting objective #2: printed materials/media, center staff, local school district staff, state agency staff, college/university staff, business/industry, community, students.
4. Each project center will disseminate career education-related information.
5. A Handbook for Teachers of Special Needs Students (grades 7-12) will be developed and the K-6 version updated.

PROJECT ACTIVITIES:

Parameters of the base of operations for each site will be re-established and expanded for this project year.

Each local site will continue to utilize an advisory committee consisting of 10 to 16 members each, representing broad service areas, to serve as communication links to local agencies.

Descriptive brochures will be disseminated from each site which will broaden awareness of the Centers' services, thus creating a larger market for these services.

Each site will disseminate at least three newsletters describing Center activities and services, and updating current happenings in career education.

Publicity releases to the various media will highlight major center activities to the general public.

Each site will develop a 15-20 minute slide/tape presentation for use with civic groups, district staffs, and as part of in-service activities.

Career education materials drawn from funded projects, commercial publishers, and independent sources will be demonstrated through previously advertised workshops.

Each Career Education Service Center will maintain its talent pool of human resources through various means in order to act as a clearinghouse to match school districts' need for consultation and presenters for in-service programs with successful presenters.

Emphasis will be placed on in-service program development and/or training for 7-12 grade teachers concerning fusing Career Education and academic content areas.

Linkages will be established with area colleges and universities to expand in-service possibilities and develop university credit courses.

Cooperation and coordination of resources will be facilitated through joint ventures with other projects, etc.

A Selective Dissemination of Information system to serve as a link between ERIC and LEAs has been developed and will be expanded.

The career expertise of women will be utilized in planning and implementing activities stressing career roles for women and eliminating sex stereotyping.

At least 4 total staff development activities will be carried out during the project year to facilitate management and communication processes.

EVALUATION:

Objective 1: Third Party Evaluators will construct, administer, and analyze a mail survey that will be sent to each district. Quantitative and qualitative descriptive analyses will be reported and the significance of change determined as compared with baseline data gathered in April/May, 1976.

Objective 2: Third Party Evaluators will examine data collected through appropriate means and descriptively analyze the results.

Objective 3: Resource Utilization Logs will be maintained by each staff member, and on-site interviews conducted. Data will be descriptively analyzed looking for balance, effective staff use, and variety.

Objective 4: Third Party Evaluators will conduct a mail administered survey of about 300 randomly selected citizens from the two sites and analyze the data collected.

Objective 5: Completion of the handbook.

COMMUNICATION:

A final evaluation report of the project will be distributed free to all State Career Education Coordinators in August 1977 and to others upon request for the cost of printing and postage.

Demonstration Conferences had been planned by both sites during May of 1977.

Prototypes and other descriptive materials will be available by August of 1977. This will be available to State Career Education Coordinators free of charge and to others for the cost of printing and postage.

A Handbook for Teachers of Special Needs Students will be available by August of 1977. Methods for dissemination have not yet been determined.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served: K-12 Students; Teachers, Counselors, Administrators

Type of Area Served:
Number of Persons Served

	Urban	Rural
K-6	53,954	2,944
7-9	9,239	1,533
10-12	30,212	1,602
Teachers	4,858	492
Counselors	152	13
Administrators	345	26

Minority Groups Served:
Income Distribution: N/A
Special Populations:

Project: Improving Career Exploration
Des Moines, Iowa

Project Director:
Dr. Raymond E. Morley, Consultant
Special Needs Section
Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319
(515) 281-5294

Grant Award from Career Education Program for 7/1/76 to 6/30/77:

$145,000

Grant Award No.
G007604382

Participating Institutions:
25 Local school districts
15 Area education agencies
1 Independent learning resource center

MAJOR OBJECTIVES:

By June 30, 1977, Project Discovery staff will have developed 20 new career exploration packages for use in the public schools. Twenty-five existing prototype packages will be field tested and modifications completed.

By June 30, 1977, project staff will have assisted 25 schools in Iowa to incorporate a minimum of 25 hands-on exploration activity packages into the secondary level program utilizing Project Discovery materials. In addition, 10 of the 25 will be assisted in establishing ESP programs.

By June 30, 1977, project staff will have assisted 25 schools in Iowa to incorporate guidance activities into their career exploration programs by utilizing the CISI card sort and/or computer terminal systems.

PROJECT ACTIVITIES:

In the fall of 1976, local school districts will be contacted by mail explaining the project - "Improving Career Exploration." Regional in-service meetings will be held for all schools (public and private) interested in pursuing an in-depth explanation of the project. Twenty-five schools will be selected to participate after the in-service. All schools selected will serve handicapped youth within the total program.

Intensive in-service programs will be provided LEAs before they implement Project Discovery and CISI in close conjunction as one program thrust, i.e., exploration. The Employer School Program will be implemented to complement the in-school exploration experience with community involvement. The ESP Program will ensure services are provided for the most severe handicapped and disadvantaged youth. Follow-up visitations will be provided to ensure proper implementation. Activities from the Iowa Career Education Project will be implemented to improve integration of exploration experience in ongoing classes.

Throughout the entire year (7/1/76 - 6/30/77) Project Discovery staff will be developing and field testing new packages for implementation. More effort will be made to expand guidance activities for exploratory students through a contract with the University of Iowa and other LEA representatives. Exploration packages and guidance activities will be made available for dissemination by July, 1977.

EVALUATION:

OBJECTIVE 1:

Students and teachers will provide feedback data on each exploratory package to project staff after using project discovery packages. Instruments and the system for delivery of information have been developed.

Exploratory packages will be revised on the basis of student and teacher feedback. Final versions of Exploratory packages will be developed only after field testing. Mainly students react to specific activities that caused them problems and if they needed help to get through the activity. Reaction from special education students will be incorporated into package revisions so that versions of final materials are applicable for all students.

OBJECTIVE 2:

Project staff will record demographic information, local career education program progress, students served and the degree of service provided. Student impact data will be collected from students to determine if the activities were helpful in finding out about careers, relating self to careers, enjoyable, and significant to their school program. Data from teachers will be collected to determine if project discovery is an improvement over previous existing exploratory efforts.

OBJECTIVE 3:

Counselors will provide written feedback substantiating that the guidance activities provided have improved their counseling program and are practical to carry on in the future. Students will provide written feedback identifying whether the counseling activities were helpful in exploring careers, enjoyable and significant to their school experience.

COMMUNICATION:

Seventy-three career exploration packages will be available for school use by May 30, 1977. A minimum of four packages will be available in each of the USOE cluster areas.

A program guide will be available for counselors to involve themselves in activities promoting exploration.

A program guide will be developed to assist schools to implement exploratory programs.

Articles are planned to be submitted for news releases in newspapers in Iowa in addition to publications of the Department of Public Instruction. An article will be prepared and submitted to the American Vocational Association for publication in their journal.

Brochures on the project will be developed and disseminated after pilot schools are chosen to indicate to others the location and contact persons.

DEMOGRAPHIC INFORMATION:

Levels of Groups Served:	Grades 7, 8, and 9
Type of Schools:	Public and Private
Type of Area:	Rural and Urban
School District Size:	2 or Less Voc. Programs - 60% 2 or More Voc. Programs - 40% 1,500 Grade 7 - 500 8 - 500 9 - 500
Minority Groups Served:	20% Black
Special Populations:	15% Mentally Retarded 10% Juvenile Offenders 5% Learning Disabled

Project: Career Education: Infusion into Total Curriculum (K-12)
Unified School District #250
Pittsburg, Kansas

Project Director:	David L. Huffman Unified School District #250 510 Deill Street P.O. Box 298 Pittsburg, KS 66762 (316) 231-3100	Grant Award from Career Education Program for 7/1/76 to 6/30/77: $40,000 Grant Award No. G007604210

Participating Institutions: Pittsburg, Kansas Unified School District #250

MAJOR OBJECTIVES:

1. The Career Education coordinator will conduct an on-going in-service of faculty to insure an awareness of the concepts of Career Education with a sex-stereotype understanding as indicated by their responses to pre and post tests and daily observations of their teaching activities.

2. All teachers of our district will evaluate their courses of study to reflect and infuse Career Education concepts and activities into their existing courses of study as documented by printed copies of their 'infused' courses of study being available on request.

3. The elementary Career Education coordinator will conduct daily in-service assistance to elementary teachers with instructional ideas that will expose elementary students to the concept that there are many different occupations, that they are all important and necessary, that a job well done is satisfying and that academic learning of subject matter content is important in the real world of work. This will be documented by written evidence of (1) community resource persons used in classroom, (2) activities planned by elementary coordinator, (3) written evaluation by classroom teachers of their opinion of the assistance received from elementary coordinator, (4) pre and post tests of students measuring their knowledge of occupations.

4. Elementary students will indicate a significant difference in achievement of subject matter area as indicated by result of standarized Metropolitan Achievement Tests.

5. The Secondary Career Education coordinator will conduct daily in-service assistance to secondary teachers with instructional ideas that will expose secondary students to the concept that there are many different occupations, give secondary students an opportunity to 'shadow' real persons in real jobs in the community, arrange experience trips for students, and assist teachers in developing Career Education 'infused' courses of study. This will be documented by written evidence of (1) community resource persons used in classroom, (2) activities planned by secondary coordinator, (3) written evaluation by classroom teachers of their opinion of the assistance received from secondary coordinator, (4) pre and post tests of students measuring their knowledge of occupations.

6. The Secondary Career Education coordinator will provide a summer work experience for twenty selected teachers (as part of the in-service activities). This work experience will be employment within the community so as to give teachers the 'real feel' of work experience outside of teaching, and help teachers to relate this experience in their classroom teaching so that students might profit from this experience. This will be documented by written evaluation of teacher experience and their written plan as to how to use this experience with students.

7. The coordinators will continue development of 'teacher made' materials to be used with students to promote Career Education concepts as documented by the availability of materials to others desiring to evaluate them.

PROJECT ACTIVITIES:

An orientation workshop for all new teachers, student teachers, and building principals hired into the district will be conducted in August of 1976 by the Assistant Superintendent, the Career Counselors and the Elementary Resource Person.

The Career Education Advisory Council will meet regularly so that community involvement is insured in the planning of activities and the use of persons and places within the community.

Monthly meetings of the district's curriculum councils will discuss and evaluate the course objectives and curriculum guides for infusion of career education concepts into all existing curriculum.

A summer work experience for selected teachers with employment within the community to give teachers the 'real feel' of work experience outside the classroom, to view first hand the equity and in-equity in sex stereotyping in career opportunities and then assist these teachers in relating this experience in their classrooms so that students might profit from their experiences.

The Career Education coordinators will work on a daily basis during the school year with classroom teachers, principals and students, giving ideas, suggesting career education concepts, and assisting in reducing race and sex stereotyping in curriculum materials and instructional methods.

EVALUATION:

The U.S. Office of Education has assigned the evaluation of this project to a third party evaluator, The National Testing Service of Durham, North Carolina.

COMMUNICATION:

A film entitled Career Education will be available in September through Temple University featuring community involvement in three school districts with career education programs. Pittsburg U.S.D. #250 is one of the school districts included in the film. Requests for the film may be made directly to Eunice A. Clarke, Director of the Recruitment Leadership & Training Institute, Temple University of Pittsburg, Kansas, Unified School District #250.

A list of instruction materials developed by teachers of U.S.D. #250 and a guide for career education infusion into existing curriculum may be obtained for the cost of materials and postage by writing to Assistant Superintendent of U.S.D. #250 Pittsburg, Kansas. Visitation of school district can be arranged by phone or letter to Assistant Superintendent of U.S.D. #250 Pittsburg, Kansas.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students	
Type of Area Served:	Small Town	
Number of Persons Served:	K-6:	1,621
	7-9:	723
	10-12:	710
	Professional Staff:	223
	Parents:	21,000
Minority Groups Served:	Black:	2%
Income Distribution:	Under $5,000:	19%
	$5,000 - $10,000:	39%
	$10,000 - $15,000:	20%
	$15,000 - $25,000:	16%
	$25,000 or more:	6%
Special Populations:	Handicapped:	6%
	Gifted and Talented:	2%

Project: The Bowling Green, Kentucky, K-12 Career Education Incremental Improvement and Implementation Program
Bowling Green, Kentucky

Project Director: Mr. Otto A. Mattei
Career Education Office
Bowling Green High School
1801 Rockingham Lane
Bowling Green, KY 42101
(502) 842-3323

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$120,000

Contract Award No.
300760340

Participating Institutions: Bowling Green Schools (6 Elementary, 1 Junior High School, 1 High School)

MAJOR OBJECTIVES:

1. Through systematic articulation, every classroom teacher in every level should increase emphasis on the career implications of the substantive content taught.

2. An articulated K through 12 counselor-teacher guidance program should be developed and woven into the fabric of the total career education program.

3. A formalized career education relationship should be established between each school and its attendance area, and between the total school system and the total community.

4. An evaluation plan and an on-going school-leaver and graduate follow-up plan should be developed.

PROJECT ACTIVITIES:

A system wide scope and sequence plan based on the NIE eight element matrix for career education shall be adopted.

A implementation plan for the scope and sequence matrix shall be developed at each grade level and within each school. The areas of relative concentration on each element shall be determined by each school staff based on the student characteristics in each attendance area. Demonstration of this plan shall be apparent in the teaching activity.

An increased emphasis shall be placed on the meaning and teaching of work as it relates to career education. This shall be demonstrated by integrating the matrix elements adopted by individual schools into the substantive content of each unit or course of study.

The High School Academic and Vocational Departments shall cooperate in the design of courses which shall bridge the gap between the two areas. This shall be demonstrated by the addition of courses offered and taught by the staff of each area.

The Junior High School exploratory program offerings will be reviewed to insure that each student explore all fifteen occupational clusters as defined by U.S.O.E. This is an expansion of the exploratory program from 10 to 15 clusters. A minimum of ten self-contained exploratory cluster classes shall be offered and five exploratory clusters will be integrated into the academic classroom; i.e., Public Service into Social Studies, Marine Science into Science.

To provide and utilize adequate resource materials, field trips, and consumable supplies necessary to development of relationships to the content taught. Effectiveness of these items shall be measured by student and teacher use.

At all grade levels, counselors and teachers working in concert will design, develop, and implement a systematized articulated guideline plan of mutual involvement serving the career development needs of each student as demonstrated by the Student Career Development Record maintained in each student's cumulative file.

Once each year each secondary student (grade levels 7 through 12) shall receive an appropriate Guidance Counselor administered survey instrument which, through group or individual guidance, will help the student perceive his interests, abilities, and career potential as entered in his cumulative career education record.

At pre-determined intervals during the 9th, 10th, 11th and 12th grades, each student's program of studies shall be reviewed. Each student shall, through success-oriented counseling, be able to relate his program of studies to his known career aspirations as evidenced by teacher's, counselor's and parent's signatures endorsing his program.

Each 10th grade student shall be assigned a faculty advisor selected on the basis of that student's career aspiration and/or programs of studies. A handbook shall be provided each advisor. Counseling records shall be maintained.

Each secondary student shall have access to vocational information through the Computerized Vocational Information System at least once per semester as indicated by computer use record.

A counselor-teacher designed work-study program for 11th and 12th year students shall be developed within the existing phase-elective course offerings. A minimum of 20 students shall participate during the first year of operation. This program shall be monitored by the counselor curriculum coordinator.

Prior to entry into the 8th grade students will be made aware of the career education exploratory program in grades eight and nine.

A plan for the creation of a Career Education Advisory Council shall be developed and implemented by each school. A record of this council's function and activities shall be maintained by the building counselor and principal.

A plan for the creation for a Community Career Education Council shall be developed and implemented by representatives from each school and the office of school administration. Records of this council's deliberations and activities shall be maintained by the Project Director and the Career Guidance Coordinator.

Each council shall be oriented to the concepts of career education through prepared readings, visitations, demonstrations, and discussions. A record of these activities shall be maintained.

Each council shall serve as a positive liaison between the school and the community by providing feedback, resources, advice, and by actively contributing to the career education program as demonstrated by an increase in activities which bring the community into the school and the school into the community.

A comprehensive career education evaluation plan shall be developed and implemented which shall provide the project staff with information pertinent to the progress in meeting project objectives. Progress reports shall be prepared quarterly.

An evaluation plan, utilizing current and project-designed instruments shall be implemented. Information gathering shall attempt to measure cognitive and affective areas.

A simplified 5-year data-gathering follow-up plan for graduates (including GED students) and early school leavers shall be designed and implemented.

EVALUATION:

Internal. Each objective and the attending activities will be continually monitored through a system of check-offs, survey findings, or a finished product, as the case may be. Those objectives or activities which continue over a long period of time, i.e., developing evaluation instruments, curriculum revision, scope and sequencing, integrating learner outcomes, and measurement of learner outcomes require constant monitoring.

External. The Bowling Green program is one of 15 Career Education projects which will participate in the evaluation program sponsored by the U. S. Department of Career Education. The projects will be evaluated with the technical assistance of National Testing Service. A common evaluation design will be developed which will be used in each of the projects. In addition to the common evaluation component a unique evaluation design will be developed for each project. By employing both a common longitudinal design for the composite of all of the projects and a unique longitudinal design for each project, the continuing information needs of individual project managers as well as national program managers will be met. The nine outcomes of career education will be related to procedures used in the project.

COMMUNICATION:

The Bowling Green project has been designated as a Demonstration Site by the Kentucky Department of Education for the 1976-77 school year. (The Kentucky Legislature has mandated that Career Education be taught in all schools.)

A periodical, "Career Education Review", shall be published and distributed once a month.

The Bowling Green Career Education Manual (ERIC File No. ED092772) is being made available through the Kentucky State Department of Education. This publication will undergo a revision during the current program.

A project brochure will be published.

An existing film-slide-sound program shall be updated to include current program activities.

DEMOGRAPHIC INFORMATION:

Levels/ Groups Served:	K-12 Students	
Type of Area Served:	Urban	
Number of Persons Served:	K-6:	2500
	7-9:	1000
	10-12:	1200
		4700
Minority Groups Served:	Black:	15%
Income Distribution:	Under $5,000:	30%
	$5,000-9,999:	32%
	$10,000-14,999:	23%
	$15,000-$19,999:	9%
	$20,000-or more:	6%
Special Populations:	Handicapped:	4%
	Gifted and Talented:	2%

Project: Comprehensive Career Education Project
Orono, Maine

Project
Director:
Dr. Charles W. Ryan
Professor of Education
Director of Research Coordinating Unit
College of Education
University of Maine at Orono
Orono, ME 04473
(207) 581-7463/2431

Assistance Contract Award
from Career Education
Program for 7/1/76 to
6/30/77:

$128,305

Contract Award No.
300760338

Participating
Institutions:
Bangor School Department
South Portland School Department
Husson College

MAJOR OBJECTIVES:

1. The major objective of this project is to demonstrate methods and techniques for installing a comprehensive career education model in Maine. Procedures and techniques which blend career education concepts with the existing curriculum plan in the Bangor Public Schools will be demonstrated. Staff personnel from the South Portland Public Schools will demonstrate techniques that were developed in Project REVAMP to selected personnel in the Bangor schools. These techniques are designed to facilitate career education, economic awareness, and improved decision making on the part of students grades K-12.

2. Procedures for initiating career education on the university/college campus will be demonstrated.

PROJECT ACTIVITIES:

To introduce the procedures and techniques blending career education with the existing curriculum in the Bangor Public Schools, the original project teachers (35) will be used to train 338 additional teachers. These teachers will be given intensive training in career education methods. Teachers involved in the project will be provided with workshops, seminars, courses, and in-class assistance. Classroom teachers from the South Portland Project REVAMP Career Education Program will be utilized as demonstration teachers.

At the University of Maine and Husson College a series of planned workshops will provide 32 university/college teacher educators with an introduction to the philosphy, content and methodology of career eduction. A special planned course has been developed and will be taken by the teacher educators.

To develop a state plan for career education, a state level advisory committee has been formed to facilitate state-wide implementation of career education. In addition, a project level advisory committee will be formed to provide direct liaison between the school, community, and University.

EVALUATION:

The Comprehensive Career Education Project was selected as one of 15 to be evaluated by the Office of Career Education. A contract was awarded by OCE to National Testing Service, Inc., Durham, N.C., and initial plans are being developed. It is anticipated that a pre- and post-test design will be utilized and follow-up of children tested in 1975-76 will be a part of the process. Members of the Comprehensive Career Education staff attended a briefing at NTS on July 29-30, 1976 to plan the evaluation.

At the teacher level, a pre- and post-test control group design will measure both knowledge of process and content of career education by the teachers and a randomly selected control group of teachers. Attitudes toward career education will also be evaluated. Selected observation of the teachers during career education classes will be conducted by administration or project staff to judge the effectiveness of classroom presentations both at the beginning and end of the project year.

Additional evaluation techniques will include a cost benefit analysis based on input-output concepts; a project process audit employing the use of a management by objectives system to assist in maintaining the project schedule and identifying the various sub-project and related programs; and the involvement of the Center for Vocation Technical Education, the Ohio State University for Consultant Services. This last mentioned evaluation resource will provide an independent third-party evaluation of the project's implementation and operation.

COMMUNICATION:

At the end of the project, the following materials will be available for dissemination:

1. A detailed State Career Education Plan and instructional materials for each element and component described in the proposal.
2. A comprehensive career education package including instruments, methods and procedures.
3. Staff development materials for preparing teachers, administrators, guidance and other educational personnel to provide leadership in developing and utilizing a curriculum-based career education model.
4. An implementation strategy and state/local management system that will enable school systems in Maine to implement the career education model without the use of federal funds beyond the two years of this project.
5. A career education activity guide.

The Career Education Project Advisory Committee will be organized to coordinate the activities of government, service, civic, cultural, business, and industry organizations in the project area.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 students; teachers; counselors; administrators; teacher educators; business/industry persons; retired persons.	
Type of Area Served:	Urban	
Number of Persons Served:	K-6:	3,267
	7-9:	1,472
	10-12:	1,249
	Teachers:	388
	Counselors:	12
	Administrators:	6
	Retired Persons:	35
Minority Groups Served:	American Indian:	.006%
	Black:	.008%
	Asian American:	.005%
	Spanish surnamed:	.002%
Special Populations:	Handicapped	.021%
	Gifted and Talented	.4%

Project: Urban Career Education Project - Phase I
Detroit, Michigan

Project Director:
Mr. Fred Melamed
School Center Building
Room 1062
5057 Woodward Avenue
Detroit, MI 48201
(313) 494-1146

Procurement Contract Award from Career Education Program for 8/15/76 to 8/14/77:

$296,972

Contract Award No.
300760411

Participating Institutions:
Detroit Public Schools
Wayne State University

MAJOR OBJECTIVES:

1. The Detroit Public Schools will design and conduct a needs assessment, assessing the desire and need for career education by parents, students, community residents, local business, labor and industry.

2. After selection of schools, selected faculty and administration will be trained in the utilization of existing curricular materials which infuse those career education activities into current educational practices according to the needs as identified in the needs assessment.

3. The Detroit Public Schools will develop a plan for the installation of the career education curriculum (as documented by the needs assessment) K-12, in the selected schools and to begin in September, 1977 (Phase II).

PROJECT ACTIVITIES:

In order to provide an overview of the many and varied tasks which must be accomplished in order to attain the objectives stated above, a "flowchart" is included on the attached pages. Extensive as it is, it should be understood that the elements of this flowchart are themselves then "broken down" into smaller flowcharts describing each individual activity.

EVALUATION:

The evaluation of this project has been planned to be comprehensive of all stages as is indicated on the attached flowcharts. A "process" evaluation will allow the district to evaluate the success of the project throughout the year and, if necessary, make modifications where appropriate. In addition, the contract with U.S.O.E calls for "deliverables" at various times throughout the year and these will serve as a part of the "product" evaluation. An assistant project director for evaluation will be employed owing to the critical nature of the activities to be performed.

COMMUNICATION:

The results of the needs assessment will be available by (approximately) February, 1977. The training program development for school staffs will be completed by (approximately) April, 1977. Both items will be available for inspection by interested parties by the dates indicated.

Interim evaluation reports will be available to interested parties to the extent practicable. All of the "deliverables" made available to the U. S. Office of Education will likewise be disseminated to interested parties on a cost reimbursement basis.

DEMOGRAPHIC INFORMATION: (All figures are estimated, as schools have not yet been selected)

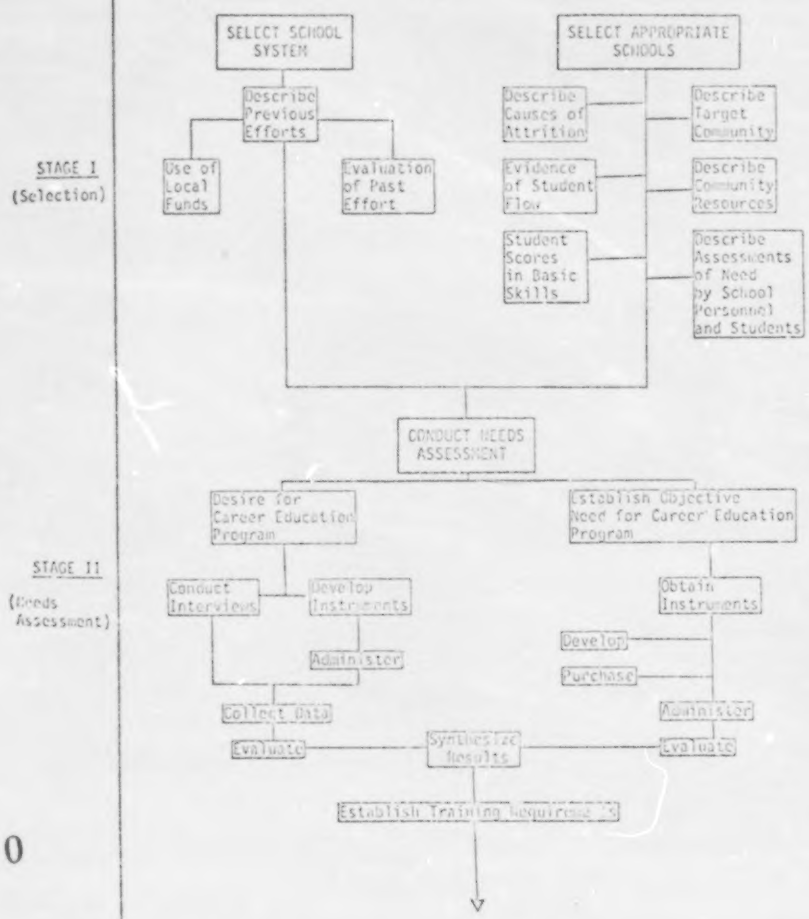
Levels/Groups Served: K-12 Students; Staff, Community, Business, Labor, Industry

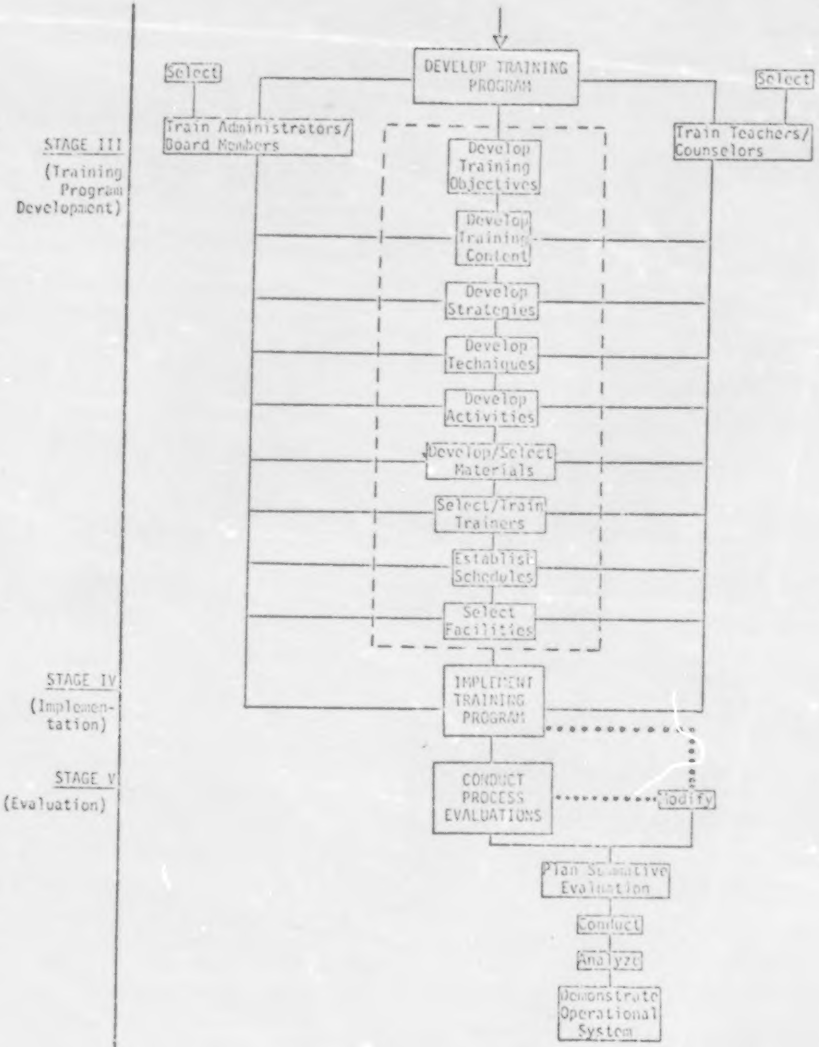
Type of Area Served: Urban
Number of Persons Served:
K-5: 5,490
6-8: 3,976
9-12: 4,113
Minority Groups Served:
Black: 95% White: 4.5% Other .5%
Under $6,000: 61%
$6,000-$9,999: 30%
$10,000-$12,999: 6%
$12,000 or more: 3%

Special Population:
Handicapped: 2%
Gifted and Talented: 2%

OVERALL PLAN FOR DEMONSTRATION PROJECT

PHASE I


STAGE I
(Selection)
SELECT SCHOOL SYSTEM
Describe Previous Efforts
Use of Local Funds
Evaluation of Past Effort
SELECT APPROPRIATE SCHOOLS
Describe Causes of Attrition
Evidence of Student Flow
Student Scores in Basic Skills
Describe Target Community
Describe Community Resources
Describe Assessments of Need by School Personnel and Students
STAGE II
(Needs Assessment)
CONDUCT NEEDS ASSESSMENT
Desire for Career Education Program
Establish Objective Need for Career Education Program
Conduct Interviews
Develop Instruments
Administer
Collect Data
Evaluate
Obtain Instruments
Develop
Purchase
Administer
Evaluate
Synthesize Results
Establish Training Requirements


STAGE III
(Training Program Development)
DEVELOP TRAINING PROGRAM
Select
Train Administrators/Board Members
Select
Train Teachers/Counselors
Develop Training Objectives
Develop Training Content
Develop Strategies
Develop Techniques
Develop Activities
Develop/Select Materials
Select/Train Trainers
Establish Schedules
Select Facilities
STAGE IV
(Implementation)
IMPLEMENT TRAINING PROGRAM
STAGE V
(Evaluation)
CONDUCT PROCESS EVALUATIONS
Modify
Plan Summative Evaluation
Conduct
Analyze
Demonstrate Operational System

Project: A Career Education Model Plan for Effecting Incremental Change in a Local School System
St. Paul, Minnesota

Project Director:
Dr. Arland N. Benson
Roseville Area Schools
Independent School District #623
Fairview Junior High School
Room 600
1910 West County Road B
St. Paul, MN 55113
(612) 636-0843

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$65,000

Contract Award No. 300760347

Participating Institutions: Independent School District #623

MAJOR OBJECTIVES:

1. To develop a positive awareness of career education on the part of the school staff. The target population will include at least 1/6 of the secondary staff (approximately 70 persons).

2. To develop greater communication and trust between various school and community groups.

3. To develop teaching and youth advising skills in the areas of student outcome objectives with at least 1/6 of the school staff.

4. To implement a positive self-concept with awareness of personal characteristics as they relate to career roles. The initial target will include at least 360 secondary students.

5. To apply decision-making skills to personal life planning (360 secondary students).

PROJECT ACTIVITIES:

Activities Supporting Objectives 1, 2, and 3. (Staff Development)

1. The project staff will present a variety of awareness activities to all of the five secondary buildings and to various community groups.

2. A four-credit workshop will be offered to all of the professional and para-professional staff and community adults. The course will be divided into a two-credit general course and two-credit options selected from the following areas:

   a. Introduction to Career Education
   b. Advisor Skills
   c. Group Leadership Skills
   d. Implementing Career Education

3. School-Community visitations and exchanges will be offered to at least 12 school and 12 community persons.

Activities Supporting Objectives 4 and 5. (Student Development)

1. At least 4 of the 12 secondary subject area departments will develop, field test, and disseminate a total of 150 class lessons.

2. At least 30 students will be involved with their teachers in mutually selecting one product example for each of the broad objectives of career education to be placed in the student's school record. The students will be able to react and contribute to their school records through a system of convenient access.

3. Four of the secondary schools will have a career education resource center available to all students and staff.

EVALUATION:

We will be part of the National Testing Service's Evaluation Grant.

Objectives 1, 2, and 3 (Staff)

1. A staff attitude survey and knowledge test - administered pre and post.

Objectives 4 and 5. (Students)

1. A criterion reference test administered to students involved in the field testing of curriculum materials.
2. An individual case study approach will be used to measure the career maturity of a sample of 30 students.

COMMUNICATION:

1. Four subject area curriculum packages will be developed and available on a cost recovery basis.
2. A sound-slide presentation will be available along with staff consultants on a cost recovery basis.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	7-12 Students		
Type of Area Served:	Suburban		
Number of Persons Served:	Grades 7-9	180	
	Grades 10-12	180	
	Parents	200	
	Staff and Community	150	
Minority Groups Served:	American Indian	.21%	
	Black	.75%	
	Oriental	.9%	
	Spanish Surname	.52%	
	White	97.62%	
			100.00 %
Income Distribution:	Under $5,000	6.8%	
	$5,000 - $9,999	20.6%	
	$10,000 - $14,999	34.0%	
	$15,000 - $24,999	30.2%	
	$25,000 - $49,999	7.8%	
	$50,000 & above	.6%	
			100.00 %
Special Populations:	Handicapped	10.33%	

Project: Implementation of Career Education
St. Louis, Missouri

Project
Director: Mrs. Marie B. Burrow
Career Education Office
St. Louis Public Schools
1517 South Theresa Avenue
St. Louis, MO 63104
(314) 865-4550 EXT. 59

Assistance Contract Award
from Career Education
Program for 7/1/76 to
6/30/77:

$155,009

Contract Award No.
300760348

Participating
Institutions: St. Louis Public Schools

MAJOR OBJECTIVES:

1. To provide 126 elementary resource teachers/building coordinators with the skills necessary to implement career education philosophy, concepts, and guides, utilizing the multiplier method. The staff will select 15 Target Schools and Inservice Teachers with skills necessary to infuse a comprehensive program of career information, exploration, decision-making and counseling into their instructional program.

2. To provide all high schools department heads in the subject areas of communication skills, social studies, mathematics, and science with the skills necessary to implement career education philosophy, concepts and guides utilizing the multiplier method. The staff will provide teachers of ten high schools with skills necessary to infuse a comprehensive program of career information, exploration, decision-making and counseling into their instructional program.

3. To disseminate a Community Learning Resource Guide for teachers to use for in-house resources and field experiences for students and for making requests from an established speakers' bureau for in-school activities.

4. To expand the community involvement in the career education project through utilization of the Community Advisory Council so as to: assure a continuing link between business, community groups, and the project; assure a better understanding of the Free Enterprise System; and utilize all community resources in the publication of the Curriculum Resource Guide throughout the St. Louis Public Schools.

PROJECT ACTIVITIES:

During the early fall of 1976 the Teacher Inservice Staff (Elementary) will provide leadership for coordinating the career education program city-wide utilizing building coordinators and be responsible for program development so that teachers can help students. The multiplier method will be utilized. The staff will plan a retreat (inservice workshop) to orient teachers of 15 Target Schools of the developmental program of career education. An articulated building plan to infuse career education into instructional program will impact elementary students of St. Louis. Other dissemination meetings will be planned.

The inservice sessions will be geared to providing teachers with the information and skills needed to implement career education philosophy, concepts and the elementary Career Education Curriculum Guides. These guides were developed and disseminated to each teacher in the St. Louis Public Schools, 1974-75. The format of these sessions will be based upon the premise that each student needs to explore in a systematic way the various possibilities open to him as he progresses through to make decisions regarding career options. Training will provide ways by which teachers can teach learners to: engage in occupational exploratory activities; discuss personal and social factors that influence job success; select appropriate occupational preparation needed for entry level employment; show how aptitudes, abilities, interests, values, and physical characteristics are related to career choice, and how present realities and developing trends in economic opportunities relate to one's occupational interests and goals.

The Teacher Inservice Staff (Secondary) will begin early in the fall of 1976 to provide leadership for disseminating lessons which infuse career education into selected communication skills, social studies, mathematics and science courses. This year will involve ten high schools. The staff will plan a retreat (inservice workshop) to apprise counselors, teachers and department heads of ten high schools about the developmental program. The teachers will expand career education into the secondary level. The multiplier method will be utilized. Other dissemination meetings will be designed. Sharing of and feedback on curriculum units, as well as all other aspects of this program for support and reinforcement from teachers will be an integral part of the development of the secondary inservice activities. The secondary Career Education Curriculum Guide, developed 1975-1976, will be disseminated and utilized.

The Career Education Community Learning Resource Guide developed in 1975-76 will be utilized by the St. Louis Public Schools. New resources, not currently utilized by the schools, were uncovered. A listing of these resources are compiled into a Career Education Community Learning Resource Guide. New materials, field trips, and programs available to the schools as described in the guide will be disseminated simultaneously with the elementary and secondary Career Education Curriculum Guides.

The Career Education Community Advisory Council is a major component of the career education project. This council will build career education awareness, inform the community about career education, help assure a better understanding of the Free Enterprise System, and provide the school system with access to resources of the community. This council will work closely with the staff to utilize career education resources such as speakers, lecturers, places to visit, service opportunities, etc., in the Greater St. Louis Metropolitan Area.

EVALUATION:

Objective 1: Teacher Inservice will be observed directly by the evaluators, and will be evaluated through appropriate pre and post workshop surveys, follow-up interviews, and in-class observations. Student attainments in career awareness, career knowledge, and appropriate self-concepts, and attitudes will be measured through application of pre and post tests, Orientation to Career Concepts Series and Student Attitude Scale (appropriate forms by grades).

Objective 2: Implementation of career education concept curricula and general infusion will be measured by teacher self-report checklogs and inservice observations to be made by the evaluator on a random sample basis, and recorded on observation scale designed for this project.

Objective 3: A log will be designed for this phase of the project by the evaluator, and it will be maintained by the Resource Coordinator. Baseline information will be secured through noting the community resources (by number and by form) available to the schools prior to and following intervention by the project. The evaluator will design an appropriate interview schedule and will conduct interviews with an appropriate sample of community business, industry, and professional persons, as well as parents of students enrolled in the schools.

Objective 4: The product evaluation will prepare a narrative report on the process, organizational structure and activities of the council. This report will indicate the degree to which the council met its objectives and show which techniques and procedures were most conducive to reaching the goals.

COMMUNICATION:

Effective communication will be an important and continous goal of this career education project. The total school system and community will be reached through, (1) career education newsletters, (2) local newspapers, and (3) a city-wide school publication, "School and Home". (4) radio, and (5) television. Effective communication will facilitate growth of career education support and will allow feedback which provides an excellent vehicle for program development.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	* K-8 Teachers/Students * 9-12 Teachers/Students
Type of Area Served:	Urban
Number of Persons Served:	K-8 Students 65,000 (Enrollment in St. Louis Public Schools) Teachers/Counselors 1,976 9-12 Students 21,000 Teachers/Counselors 155
Minority Groups Served:	Black: 70%
Income Distribution:	Under $5,000: 25% $5,000-$9,999: 37% $10,000-$10,999: 24% $15,000-$24,000: 11% $25,000-or more: 3%
Special Populations:	Handicapped (elementary): 3% Gifted and Talented(elementary: 1%

* K-8 shows total figures for the St. Louis Public Schools. ICE will concentrate on 15%.

* 9-12 shows total figures for the St. Louis Public Schools. ICE will concentrate on 10%.

Project: Incremental Improvements in Career Education Programs K-12 of the Vineland Public Schools - Glassboro State College Consortium
Glassboro, New Jersey

Project Director:	George S. Lulos, Jr. Director of Career Education Glassboro State College Glassboro, NJ 08028 (609) 445-6210	Assistance Contract Award from Career Education Program 7/1/76 to 6/30/77: $102,870 Contract Award No. 300760337

Participating Institutions:
Glassboro State College
Vineland New Jersey Public Schools
Vineland New Jersey Chamber of Commerce
Vineland Education Associations

MAJOR OBJECTIVES:

1. Career Education will be systematically, regularly, and comprehensively implemented in an integrated way in all 17 of Vineland's elementary schools.
2. Parents will better understand their children's career development and will develop specific techniques, skills, and activities to assist and support that development.
3. Ninth and tenth grade students will improve their exploration, value-clarification, and decision-making skills and will better understand the issues of sex, race, and role-stereotyping and and of the relationship of academic skills to career development.
4. Short-term management and evaluation of the project, and long-range implementation and integration of its activities will be strengthened and bolstered by ongoing in-service training.

PROJECT ACTIVITIES:

1. Career Education in the Elementary Schools. In order to disseminate Career Education materials and foster their integration effectively in the largest geographic school district (69.5 square miles) in New Jersey, decentralization of responsibility is a key. This is true not only for logistics, but also for philosophical reasons concerning who bears the ultimate responsibility for Career Education, and for the practical benefits of peer interaction and reinforcement instead of administrative direction or mandate.

One coordinator will be designated for each of Vineland's 17 elementary schools. The coordinator will be a staff member of that school, and will be responsible for disseminating Career Education materials and activity guides and stimulating their active use, and for fostering and contributing to the development of additional materials and activities in his/her school. Many of the materials to be used are those produced by the college-school district partnership over the last three years of its formal existence; still others have been produced in Glassboro's Career Education in-service course series or have been accumulated from other Career Education projects across the country.

2. Parent Education Program (PEP). An adult education evening course will be offered each semester, with three separate sections, one each for elementary, middle, and secondary levels. The course will be advertised through take-home notices for the students, through talks at community groups, through the local newspaper, and through the regular adult education brochures and advertisements of the district.

The course will be relatively informal, and will draw in teachers, counselors, and administrators of the school district in addition to the central Career Education staff itself. The foci of the course will be understanding children's developmental stages and their concerns, and developing ways of actively supporting that development and of using the home and neighborhood environment as a learning laboratory for areas like self-assessment, valuing, decision-making, and work experience.

3. Ninth and tenth grade Career Development. Each ninth and tenth grade student will be enrolled in a career development course for the entire year. The course is conceptualized not as a segregation of Career Education from regular classroom activities, but rather as a supplementary and reinforcing opportunity to give focus to a few critical career development concerns at this age level.

Regular academic teachers, as well as counselors, will teach the course on a rotation system, thereby exemplifying the relationship of Career Education to academic areas, and diversifying the number of topics and kinds of expertise available to each student. Major concerns of the course will be values clarification; decision-making; sex, race, and role stereotyping; lifelong learning; and individual and group exploration of specific careers or career areas.

4. In-service training. A fundamental assumption of the project is that the long-term continuity of educational reform depends on teacher acceptance not administrative imposition. That acceptance can be engendered only by understanding and confidence, the major aims of in-service training. Staff involved in each activity will be involved in a two-week in-service workshop in August to prepare for their responsibilities during the year. During the workshops, they will meet in teams with faculty members from Glassboro State College. The same teams will continue through the year, meeting as a practicum graduate course to monitor the status and progress of their activities, to improve them and to develop additional ones. At the end of the year, the same teams will meet for another two-week workshop for collective feedback and for editing of materials. In all cases, the in-service training will be tailor-made for the activity, and will revolve around the issues and concerns the teachers and counselors themselves express.

EVALUATION:

Objective 1:

A monthly self-report form will be used to record the number and kinds of activities developed or assisted in by each Elementary Coordinator, as well as the Coordinator's perceptions and evaluations of those activities. The Glassboro faculty members who are part of this team will monitor the Coordinators' levels of activity and collect feedback from them informally. Each Glassboro faculty member will also complete a monthly report form. Informal feedback from elementary school principals, students, and parents will also be solicited by the Vineland Career Education Office.

Objective 2:

Parents enrolled in the course sections will be pre and post-tested in significant cognitive areas. Attendance and enrollment levels will be recorded as indirect evidence of the appeal and effectiveness of the course. Anecdotal information from the parents about the things they actually do at home as a result of the course will be the most important measure of its practical value. A questionnaire/opinionaire will be used at the end of each course for formal feedback.

Objective 3:

The Otis Mental Ability Test and standardized achievement tests will be used on random selections of treatment and control groups to determine the effect of the Career Development course on related academic areas. Teacher-made criterion-referenced tests and the CMI will be used as direct measures of the course itself. The teachers of the course will also complete a monthly monitoring log to record specific activities and provide feedback for later course revision. The Glassboro faculty who are team members will provide similar feedback (as in Objective 1). A questionnaire will be used for student feedback at the end of the course.

Objective 4:

Formal evaluation will be done via workshop and course evaluation forms. Informal data will be solicited in group discussion sessions, and from individual teachers in informal meetings throughout the year. Part of the monthly report form for each group will be directed to feedback on the in-service aspects of the project.

COMMUNICATION:

All curriculum materials, activity guides, evaluation forms, etc., will be made available to all other project directors, to State Career Education Coordinators, and to any others interested. A brochure and an abstract will be prepared for distribution at project directors' meetings, and at other conferences, including the November Houston conference and the February San Francisco one. A slide-tape presentation will be ready by November for community groups, conferences, etc. The Career Education Association of New Jersey, the National Curriculum Network, state college curriculum labs and other agencies will also be vehicles for communication and dissemination.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-6, 9-10, Parents, Teachers, Counselors	
Type of Area Served:	Rural, Urban	
Number of People Served:	K-6:	4,000
	9-10:	2,750
	Parents (K-12):	240
	Teachers:	300
	Counselors:	11
Minority Groups Served:	Black:	11%
	Spanish-speaking	23%
Income Distribution:	Under $5,000:	20.4%
	5,000 - 9,999:	36.8%
	10,000 - 14,999	22.9%
	15,000 - 19,999:	13.5%
	20,000 or more:	6.4%
Special Populations:	Handicapped:	7%
	Gifted & Talented:	2%

Project: Career Education Program for Scouting

North Brunswick, New Jersey

Project Director:
Mr. John W. Larson, Director
Program Development Division
Boy Scouts of America
U.S. 1 and U.S. 130
North Brunswick, NJ 08902
(201) 249-6000 EXT. 572

Assistance Contract Award from Career Education Program for 8/9/76 to 8/9/77:

$150,600

Contract Award No.
300760420

Boy Scouts of America Terminology:

Boy Scouts of America or Scouting are umbrella terms for:

a) Cub Scout program for 8 through 10 year old boys who are organized into packs.
b) Scout program for 11 through 17 year old boys who are organized into troops.
c) Exploring or Explorer programs for young men and women age 14 through 20 organized into posts.

Participating Institutions:
Sam Houston Area Council
Six other local councils not yet selected
Public Schools in each site

MAJOR OBJECTIVES:

1. To design, develop, and validate a model for linking career education in schools with the career development program of Scouting.

2. To develop fully and to validate a specific linkage arrangement called career seminars.

3. To create and test a specific staffing arrangement in the national office and to facilitate the attainment of objectives 1 and 2.

4. To revise the merit badge materials of the Scout program and program materials for the Cub Scout program to include specific references to and information on careers.

PROJECT ACTIVITIES:

Objective 1 -

Select 7 sites where there are Boy Scouts of America councils with (a) a strong Explorer program, (b) a well-defined merit badge scheme in the Scout program, and (c) innovative operations in the Cub Scout program. Match these councils with public school systems operating a career education program. One site will also include career staff continuing education programs, including professional training in career education.

Objective 2 -

Create exemplar demonstration career clubs/seminars in 6 or more councils. Test some of the following ideas:

A. Wagon wheel Exploring: high school counselors and directors of Exploring establish large central groups of high school students in a career education post.

B. Holding joint career seminars to present a number of career opportunities. After depth of interest on the part of students is determined, organize them into Exploring posts for more specific career exploration.

C. Career Interest Exploring Administration Conference -- conducted by a region (geographical area) of Scouting.

D. Careers in community services. Elected youth leaders in a variety of community organizations, school councils, and school organizations, are brought together into an Exploring post.

Objective 3 -

To recruit a volunteer committee to join others already engaged in career education related programs, and to give support for content, technique, and to influence acceptance. To employ a skilled director of career education activities in the Exploring Division. To provide resource and manpower for a strong education/training experience for adult and youth leaders related to the career education plan with special emphasis on the nationwide implementation design and staff structure.

Objective 4 -

Analyze content of each of over 1000 merit badge pamphlets. To enrich Cub Scouting publications with career education information. Utilize Boy Scouts of America magazines as supportive media to all objectives.

EVALUATION:

- Study the performance of the linkage program of Scouting to schooling.
- Determine the extent to which participants acquire the desired outcomes.
- Determine which aspects of the program contribute to desirable and undesirable outcomes.
- Determine the feasibility and cost-effectiveness of the program.

During design and development staff will be interviewed and judgments solicited from experts. Questionnaires will be used to determine the participants' attitudes toward the program. Is the program cost-effective? Does the model make a significant contribution to the career education of the participants?

COMMUNICATION.

- A series of statewide conferences between Boy Scouts of America councils and state educators for the training of personnel in "Career Exploring".

- Exploring Techniques manual -- How to do Career Exploring for council use.

- Career impact meetings with schools and business community involving originally 10 major councils for each of three years for a total of 30 councils.

- Preparation of promotional material.

- Revised editions of existing literature will carry any new concepts according to the regular publication schedule for those items.

- Training materials for adults would be made to conform to and support the concept in this project according to their revision schedule.

DEMOGRAPHIC INFORMATION:

Cub Scout program:	Boys, ages 8 through 10
Scout program:	Boys, ages 11 through 17
Explorer program:	Young men and women - ages 15 through 20
Geographic Area:	Six sites to be selected.

Number of participants, percent minority group involvement, special populations served, and income levels of students' families to be determined by site selection. This will be done in agreement with the Office of Career Education.

Project: Comprehensive School-Industry Cooperative Career Education Program

Niagara Falls, New York

Project Director:
Dr. Donald M. Clark
Office of Career Education
School District of the City of Niagara Falls
P.O. Box 399
607 Walnut Avenue
Niagara Falls, NY 14302
(716) 278-5726

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$92,000

Contract Award No. 300760339

Participating Institutions:
Niagara Falls Area Industry - Education Council
School District of the City of Niagara Falls
N.Y.S. Employment Service
Niagara Falls Area Chamber of Commerce
National Alliance of Businessmen
Area Labor Unions
State University College at Buffalo
Rosary Hill College
SPUR (Society for the Promotion, Unification, and Redevelopment of Niagara, Inc.)
Other community organizations representing business, labor, government, professions, and parents.

MAJOR OBJECTIVES:

1. Students in grades K-6 of the School District of the City of Niagara Falls who are participating in this project will improve their level of career awareness through a comprehensive career education component.

2. Students in grades 7-12 of the School District in the City of Niagara Falls who are participating in this project will improve their level of career exploration and employment preparation and help clarify career choice attitudes through a comprehensive career education component.

NOTE: Emphasis will be on students considering career choices based on self-assessment and not race and sex stereotyping.

PROJECT ACTIVITIES:

During the fall of 1976, 20 elementary and 20 secondary school educators will participate in a district-wide staff development program in career education to extend and refine the competencies of staff and faculty in working with students in grades K-12. The September-December 1976 in-service sessions will enable the participants to: identify the major tenets of career education and the key elements in the USOE School based model in career education; structure curriculum and instruction around the career cluster system; prepare and teach lessons infusing career education concepts, to include self-awareness, in the regular curriculum; and select and utilize community resources in the educational process. The self-appraisal aspects of career choice and employability skills will also be featured in the workshop sessions.

During the second semester, the participants in the staff development program will function as Career Education Implementation Teams in in-service workshops which will emphasize: the role definition and responsibilities of staff and faculty in implementing career education in the school program; conducting a needs assessment and formulating learning outcomes for various grade levels; and developing a specific instructional plan utilizing career education elements and basic infusion strategies.

Resource persons from industry, labor, government, higher education, and other community organizations will be used in the staff development program. Workshop sessions will be conducted at the site of organizations representing major career clusters. A Directory of Volunteer Career Consultants representing the 15 USOE career clusters will be utilized in classroom, career guidance, and job placement activities.

A School Building Career Education Coordinators program will be conducted between October 1976 and June 1977. One representative from each participating school will attend a series in-service sessions for the purpose of developing strategies and activities for implementing and coordinating a career education program for grades K-12 within the elementary and secondary school buildings. The building coordinator will be expected to work with the staff and faculty in broadening the base of student involvement in career education.

A school-based job placement services program will be established as an on-going district wide activity emphasizing employment skills. A District-Wide Job Placement Advisory Committee will assist in the implementation of the functions of the placement service. Public and private organizations, school staff and faculty, and parents will be represented in this community resource group. A task force of personnel representatives from area employers will assist in providing on-site classroom sessions on job-seeking and job-survival skills between October 1976 and June 1977.

The Niagara Falls Area Industry-Education Council, Job Placement Advisory Committee, and a School District Advisory Committee on Career Education composed of School Building Coordinators will provide the major linkages within education and between the School-District and industry.

EVALUATION:

Objective 1: Students in grades K-6 will be pre-tested in September 1976 with locally designed career awareness instruments developed by the School District's Offices of Research and Evaluation and Career Education. Two forms will be developed: K-3- to determine the level of knowledge of occupations in goods and services categories; and 4-6 to determine the level of knowledge of the major activities and levels of preparation for various occupations. A post-test will be conducted in May 1977 and pre-post test results will be evaluated for statistical significance.

Objective 2: Students in grades 7-12 will be pre-tested September 1976 with the Career Maturity Inventory and post-tested in May 1977 with this instrument. Two locally designed instruments--one to determine the level of knowledge of occupations on a pre-test in September 1976 and a post-test in January 1977, and the other on area and national economic and employment patterns on a pre-test in February 1977 and a post-test May 1977. Pre-post test results will be evaluated for statistical significance. Also, a record of students participating in the employability skills/job placement conferences will be maintained, and results tabulated one year following senior H.S. graduation to determine their success in gaining employment.

NOTE: Participants in the two semester staff development program will be pre-post tested twice: September 1976 and January 1977--February 1977 and May 1977. Locally designed instruments will be developed to determine the level of knowledge of the topics in the in-service program. On site assessment of career education implementation in the classrooms of participating teachers will be reported on during each semester.

COMMUNICATION:

A Career Education Newsletter will be published during each semester highlighting classroom and school building career education projects and school-industry cooperative activities on a district-wide basis. Summary notes of proceedings of advisory committee and council meetings and summary progress reports to participating organizations will be disseminated.

Copies of the projects completed by the Career Education Implementation Teams e.g. role definition and responsibilities of staff and faculty; learning outcomes for various grade levels--will be available at the end of the project. A final evaluation report of the project will be distributed at the end of the project period to all State Career Education Coordinators and to others upon request.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 students; teachers, counselors, administrators, librarians; parents, business, industry, labor, government
Type of Area Served:	Urban
Number of Persons:	Students- Direct Services: K-6-500 (est) 7-12-2500(est) Indirect Services: K-6 - 6639 7-12- 4719

Staff and Community

	In-Service Program	School Bldg. Coordinators Program
Teachers	35 (est)	15 (est)
Counselors	3 (est)	3 (est)
Administrators	2 (est)	2 (est)

Note: The School Bldg. Coordinators will have the opportunity to work with a number of the 594 teachers, 16 counselors, and 53 administrators during the school year.

Parents	1100 (est)
Business/Industry	240 (est)
Labor	(Information not available)
Other Community	14 (est)

Minority Groups Served:

American Indian - 1.6%
Black - 19.6%
Oriental - 0.1%
Spanish Surname - 0.5%
White - 78.2%

Income Distribution: Not Available

Special Population:

Handicapped: The School District's Special Education Office is involved in some career education activity for this group.

Gifted and Talented: 3%

Project: New York State Project for Career Education
Albany, New York

Project Director:	Mr. John Hogle Coordinator of Career Education Division for Curriculum Services N.Y.S. Education Department Washington Avenue Albany, NY 12234 (518) 474-5836	Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77: $166,660 Contract Award No. 300760341

Participating Institutions:
New York State Education Department
Syracuse City School District
Andover Central School System
Cuba Central School System
Lewiston-Porter Central School System
Iroquois Central School District
Hamburg Central School District
Mamaroneck School District
Pearl River School District

MAJOR OBJECTIVES:

1. Incremental improvements will be effected in the K-12 career education programs of eight (8) carefully selected school districts across New York State.

2. The eight (8) model school districts will serve as demonstration sites for other school districts throughout the state.

PROJECT ACTIVITIES:

In all participating school districts, one or more elementary, junior high and senior high schools will have at least 50% of their classroom teachers, at all grade levels, infusing career education concepts into their ongoing program.

All participating district staff, who are not familiar with career education, will be provided inservice.

Students in grades 4, 7, and 10 will be pre and post tested to measure the effectiveness of classroom activities built around career education concepts.

Support and technical assistance services will be provided to participating school districts by the New York State Education Department. Staff development activities at the Department will be increased to involve all bureaus that would be called upon for assistance by a school district.

All of the school district activities and those of the Education Department will provide information and strategies that will contribute to the development of a Career Education State Plan.

EVALUATION:

Internal evaluation will be determined by the meeting of predetermined numbers or percentages of persons involved in each of the participating school districts and the Education Department. Pre and post testing will provide for a comparison of teaching techniques and effective learning.

A third party evaluator will be contracted with to provide an overall measurement of success and recommendations for future development.

COMMUNICATION:

A VEA funded Career Education Dissemination project, being carried on in New York State, will be worked with extensively. This project will provide model school districts with copies of requested materials.

A description of each model project, its activities and current and potential products will be disseminated to interested parties and all school districts in New York State by March of 1977.

A statewide conference will be held, as a separate conference or as part of a scheduled annual conference, by May of 1977. This will provide an opportunity for model school districts to display and demonstrate their career education programs.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served: K-12 Students; Professionals

Type of Areas Served: Large City, Small City, Large Suburban, Small Suburban/Rural, Small Rural

Number of Students Served: Approximately 60,000 students K-12

Project: Technical Assistance in Evaluating Career Education Projects
Durham, North Carolina

Project Director:
Dr. A. Jackson Stenner
National Testing Service
1905 Chapel Hill Road
Durham, NC 27707
(919) 286-3249

Procurement Contract Award from Career Education Program for 6/21/76 to 9/20/77:

$296,296

Contract Award No.
300760312

Participating Institutions: Fifteen model Career Education sites will be selected from those projects funded by the Office of Career Education

MAJOR OBJECTIVES:

1. To improve the quality of evaluations conducted by OCE - funded Career Education projects through the provision of intensive technical assistance to fifteen project sites.
2. To identify, as a result of this technical assistance effort, a field tested model which can be used by other Career Education projects funded by OCE in future evaluation efforts.

PROJECT ACTIVITIES:

Fifteen promising career education project sites will be evaluated with the technical assistance of National Testing Service. A common evaluation design will be developed which will be used in each of the projects. In addition to the common evaluation component, a unique evaluation design will be developed for each project. By employing both a common design for the composite of all of the projects and a unique design for each project, the information needs of individual project managers as well as national program managers will be met. The nine learner outcomes of career education will be related to procedures used in the sites. Participating sites were selected from those funded by the Office of Career Education of USOE in their efforts to assist in the improvement of Career Education in grades K-12. A major residual effect of the project activities will be the training of participating site personnel in each of the fifteen sites in the details of the Information Based Evaluation (IBE) model.

Four major activities will occur during the project: (1) training of local project directors and USOE personnel; (2) development of common and unique evaluation designs; (3) data collection; (4) presentation of the evaluation findings.

In the first major activity each local project director and appropriate USOE personnel took part in a two day training session in Durham, NC, during July, 1976. The session provided the participants a working knowledge of the overall project design and an understanding of the operation and implications of the Information Based Evaluation (IBE) system.

The second major activity was the development of a common evaluation design and unique designs for each site. In order to accomplish this, there was an on-site visit to each site to work with local personnel in the development of a unique evaluation design. The information gained in developing the local evaluation designs allows for a more comprehensive common evaluation design for the entire project.

In order to implement both the common and unique evaluation designs, it is anticipated that testing and data collection will occur in September and October, 1976, and again in May, 1977. In addition, another visit to each site will take place in January, 1977, to gather information for process evaluation. In all data collection, appropriate coding will be used to insure individual and school system confidentiality.

The final major activity will be a conference at each site to present the evaluation findings appropriate to site and LEA personnel. Input from these conferences, process evaluation data and product evaluation data will be incorporated into a unique final report for each of the LEA projects as well as a common evaluation report for USOE.

EVALUATION:

No formal evaluation of the NTS effort is called for in the contract.

COMMUNICATION:

The final common evaluation report and an Executive Summary will be available through the Office of Career Education, USOE, at the end of the project.

Project: Upper Arlington Schools Collaborative Comprehensive Career Education Project
Columbus, Ohio

Project Director:
Ms. Nancy Losekamp
Career Education Coordinator
Upper Arlington Schools
1950 North Mallway
Columbus, OH 43221
(614) 486-0621

Assistance Contract from Career Education Program for 7/1/76 to 6/30/77:

$95,000

Contract Award No.
300760343

Participating Institutions:
Upper Arlington Schools
The Ohio State University
Columbus City Schools (Vocational Education)

MAJOR OBJECTIVES:

1. Students in kindergarten through grade 12 of the Upper Arlington school system (1) will acquire increased knowledge of, (2) will be more accepting of, and (3) will demonstrate behaviorally their own career development as defined by the seven developmental areas described in the project.

2. Teachers in the Upper Arlington school system and teacher education students from the Ohio State University who participate in the educational program of Upper Arlington will be more knowledgeable about Career Education concepts and will develop skills in infusing Career Education activities across an activities continuum within their subject area as defined by the seven developmental areas.

3. Parents, representatives of business, industry, labor and the professions, and government personnel (1) will acquire more knowledge about and (2) will become more involved with the Career Education efforts of the Upper Arlington schools by participating in ongoing school activities and by providing opportunities for students to participate in community activities.

PROJECT ACTIVITIES:

In-service and pre-service teacher training activities will be conducted beginning before the opening of school and continuing throughout the year. A series of training activities will be conducted which emphasize specific subject area skills at three levels (cognitive, affective and psychomotor domains) and represent significant curriculum in the seven developmental areas. Workshops will be planned by subject areas, educational methods, grade levels and buildings, emphasizing specific Career Education activities.

Career Education activities will be infused into the curriculum as a part of four distinct components (grades kindergarten through six - Motivation; grades seven and eight - Orientation; grades nine and ten - Exploration; grades eleven and twelve - Preparation). Curriculum infusion will be classroom based.

A Career Information Center, Career Exploration Center, and Placement and Follow-up Service will be established to support these classroom based activities.

Using an Advisory Council representative of the community at large for program planning and evaluation, (1) major significant representatives of the community (parents, business, industry, labor, professions and government) will be identified through an ongoing program of activities to acquaint them with the Career Education project, (2) a schedule of community involvement with the project will be developed, and (3) identification and development of community sites for student involvement will be undertaken. A plan for identifying and infusing all community elements with all grade levels and buildings and subject areas will be made operational.

All teacher education students who engage in Upper Arlington educational system activities as a part of their own training will receive an orientation to Career Education prior to coming into the school system and will be involved in some aspect of the Career Education project during the tenture of their field or clinical placement.

EVALUATION:

Objective 1. A set of planned evaluation activities which are representative of each grade level, each developmental area, and each level - cognitive, affective and psychomotor, will be conducted with selected students. Evaluation criteria will reflect the nine learner outcome areas. Evaluation will consist of experimental and survey procedures, will use existing and newly developed instruments, and will be both summative and formative in nature. As a result of the project evaluation, it will be possible to describe the effectiveness of specific activities in relation to learner outcomes.

Objective 2. Teachers will demonstrate an increased integration of Career Education activities in their classrooms and buildings as indicated by data from pre and post-inventory of classroom Career Education activities. Attendance at training workshops and participation in in-service course work will be documented as well.

Objective 3. The number and nature of involvements of community members who participate in ongoing school activities will be logged throughout the year. These will be examined against a matrix consisting of subject area, developmental area, grade level and building to determine the comprehensiveness of involvement in the school program. A log of student activities in the community will be compiled by building and grade level.

COMMUNICATION:

Communication within the schools will be accomplished by regular meetings of project staff with building teams, Advisory Council and other support staff.

Project staff will participate with the 34 funded Career Education project schools in Ohio at Directors' meetings and conferences, and will be available to discuss project development with funded and non-funded school districts in Ohio. In addition, the project will be represented at National conferences by project staff and/or teacher and community participants.

Project information will be disseminated in the community by means of a Career Education brochure, newsletters, articles in local newspapers and speaking engagements. The project Advisory Council will be instrumental in planning and conducting a spring conference for the community sector.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 students; Teachers; Community	
Type of Area Served:	Suburban	
Number of Persons Served:	K-6	3,475
	7-9	1,736
	10-12	2,064
	Teachers	384
Minority Groups Served:	Black	.2%
Income Distribution:	Under $5,000	1%
	$5,000 - $19,999	49%
	$20,000 or more	50%
Special Populations:	Handicapped	8%
	Gifted and Talented	10%

Project: An Exemplary Model Program to Demonstrate an Effective Collaborative Working Relationship Involving the Business-Labor-Industry Community and the Formal School Community in Career Education

Akron, Ohio

Project Director:
Nicholas J. Topougis
Coordinator of Career Education Programs
Akron City Schools
Miller School
65 Steiner Avenue
Akron, OH 44301
(216) 434-3404

Procurement Contract Award from Career Education Program for 7/22/76 to 10/21/77:

$124,067

Contract Award No.
300760394

Participating Institutions:
Akron Regional Development Board
Akron State University

MAJOR OBJECTIVES:

1. To refine and identify an established exemplary career education model.
2. To demonstrate an effective collaborative relationship between the business-labor-industry and education community in implementing career education programs.
3. To develop and publish a manual for those who wish to replicate such a program.

PROJECT ACTIVITIES:

Our efforts will be directed toward the identification of outstanding practices in career education as a result of several years participation in our state funded career education program.

The schools involved make up two complete high school districts in the Akron City Schools to include all elementary and junior high schools. A third high school to be included is Central-Hower. It is a total comprehensive career education high school that is only one year old and is open to all students in Akron. Its curriculum design and schedule structure is completely related to career education.

Handicapped students are provided special classes in the normal school sites of the Akron program. Special Education teachers and students are included in all career education program activities and thus we have no need to develop separate programs in this area.

A full-time educational coordinator has been established at the Akron Regional Development Board (Chamber of Commerce for a three-county area). The coordinator will act as a liaison for the education and world of work communities. Mr. Paul Livick, a program director for the ARDB will devote one-third of his time to the collaborative effort. He will coordinate the efforts of the ARDB with the education coordinator.

The education committee of the Akron Regional Development Board is being expanded to include educators from the Akron Public Schools and the University of Akron. This committee will discuss career education problems, establish policies for the ARDB and make recommendations to their respective organizations. They will provide guidance for the overall program. Although this committee has been in existence for several years, the scope of its operation will be greatly expanded to meet the challenge of the collaborative effort in career education.

In addition to the cooperative program with the ARDB, the Akron career program will incorporate and refine past career education experiences with the following groups:

- National Alliance of Businessmen Youth Motivation Task Force
- Labor Education Advancement Program (Skilled Trade)
- American Society of Personnel Administrators
- Junior Achievement - Project business
- Ohio Extension Service (4H)
- Boy Scout Explorer Program

Several patterns of in-service training will be implemented with the 670 staff members of the involved school sites.

Two community resource workshops are planned that will provide educators with several hours of actual experience in a world of work cluster area. They will take place during Spring vacation of 1977 and the week following close of schools for the year.

Several major workshops (mini-courses) will be conducted during the year dealing with areas of concern in career education. Race and sex stereotyping will be the topic of one of these workshops. Both types of workshops will be planned cooperatively with the ARDB and the University of Akron. Graduate credit will be available through Akron University for participants although college credit will not be a requisite for participation in these programs.

A major form of in-service will be the effective utilization of community resources. Approximately six seminars will be hosted by various segments of the business-industrial community. They will deal with the operation of our business system. They will focus on:

* Administration
* Financial
* Manufacturing/Production/Service
* Marketing
* Personnel

During the week after the closing of school, a workshop will be provided for 50 elementary and secondary teachers in cooperation with the Career Education Program, Akron Regional Development Board, and the Akron Council of Economic Education. Emphasis will be on introducing teaching techniques in fusing economic-career education concepts into the curriculum.

A job placement program will be established for all seniors in the three high schools. The educational coordinator will develop a program of job placement training programs with the Summit County Job Placement Bureau and staff members of career site high schools. The management and labor resources of the ARDB will be enlisted in this collaborative effort.

EVALUATION:

The Akron site has been selected to be one of the fifteen sites to be in the evaluation program with National Testing Service.

COMMUNICATION:

The education coordinator will have the services of a professional writer in the development of a manual that will include:

* Theory and principles which constitute the intellectual structure for the operation.
* The application of theories and principles to the Akron program.
* How a similar program could be conducted in another setting.

Three thousand copies of the program manual will be published and made available to the USOE at the completion of the 15 month project.

A monthly newsletter describing the activities taking place in the collaborative career education effort will be distributed to 1,000 educators and business-labor-industry participants.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students, Parents, Educators, Business, Industry and Labor	
Types of Area Served:	Urban	
Number of Persons Served:	K-6:	7,421
	7-9:	3,311
	10-12:	3,430
	Parents:	28,000
Business-Labor-Industry:		4,000
Government and Community Agencies:		1,000

Minority Groups Served:	Black:	51.7%
	Others:	0.3%
Income Distribution:	Family Median:	$10,051
	Students Receiving Aid to Dependent Children:	23%
Special Populations:	Handicapped:	5%
	Gifted and Talented:	1.1%

Project: A Project to Demonstrate Incremental Improvements in a K-12 Career Education Program Through an Exemplary Model
Edinboro, Pennsylvania

Project Director:
Mr. David G. Minnis
State and Federal Liaison Services
Northwest Tri-County Intermediate Unit
252 Waterford Street
Edinboro, PA 16412
(814) 734-5610

Assistance Contract from Career Education Program for 7/1/76 to 6/30/77:

$100,000

Contract Award No.
300760300

Participating Institutions:
Northwest Tri-County Intermediate Unit
Fort LeBoeuf School District
Girard School District
Millcreek School District
Northwestern School District
Erie County Vo-Tech School

Other interested districts in the Tri-County region will be serviced as time and finances allow.

MAJOR OBJECTIVES:

1. Revise and implement one elementary and one secondary curriculum resource unit designed to integrate career concepts and academic skills.
2. Provide in-service training on "Career Education" and the previously developed curriculum units to participating school district personnel and community representatives from the Northwest Tri-County Intermediate Unit region.
3. Initiate a Career Education Council to increase the level of interaction between participating local schools and the work community.

PROJECT ACTIVITIES:

During the early summer of 1976, teachers in K-12 classrooms will revise two computer based career oriented curriculum resource units - an elementary unit - "Transportation Occupations" and a secondary unit - "Government Occupations." Performance objectives for each grade level will be formulated. Introductory, developmental and culminating activities will be developed for each objective to accommodate all identified professional and student variables. Academic skills, researched resource materials, as well as community resource persons and places, and performance evaluation devices for measuring achievement will accompany each activity. The curriculum units will be sent to data processing for keypunching and computer storage. These curriculum units will be made available to classroom teachers in the Northwest Tri-County Intermediate Unit region throughout the 1976-77 school year.

In-service meetings will be held and conducted for participating school districts. These meetings will begin in September, 1976 and continue throughout the 1976-77 school year. Parents and community members will be invited and encouraged to attend.

A Career Education Council will be initiated primarily to serve the schools in Erie County, PA. The council will be scheduled to discuss current progress, problems and concerns within the schools and/or community as they relate to career education.

EVALUATION:

Objective 1: Questionnaires and opinionaires will be administered to each curriculum writer, to evaluate the revision of the curriculum resource units.

A basic experimental-control group, pretest-posttest design will be used in the evaluation of the implementation phase of this objective. This evaluation design will focus on the improvement of reading and math skills as well as career knowledge.

The following standardized will be used:

1.) Stanford Early School Achievement Test (SESAT)
2.) Stanford Achievement Test (SAT)
3.) Stanford Test of Academic Skills (TASK)
4.) Career Awareness Inventory
5.) Career Maturity Inventory

Objective 2: Third party evaluators will gather information concerning the quality and effectiveness of the in-service workshops. Attention will be focused on the content and format of the workshops. Additional evaluative instruments will include questionaires and logs.

Objective 3: Through questionnaires, interviews and logs, a determination of the role and effectiveness of the career education council will be undertaken. The third party evaluators of the project will interact with committee members in addition to collecting and analyzing data from questionnaires.

COMMUNICATION:

Descriptive brochures of the project will be developed with an information request form attached and sent to all professional school personnel employed in the Northwest Tri-County Intermediate Unit region. Brochures will also be sent to other career education project directors around the country.

Dissemination will also be made through information networks such as ERIC (Educational Research Information Center), NIE (National Institute of Education), and RISE (Research and Information Service for Education).

A final evaluation report with its statistical data will be submitted to the U.S. Office of Education for dissemination.

DEMOGRAPHIC INFORMATION:	K-12 Students, Teachers, Community Members	
Levels/Groups Served:	K-12 Students, Teachers, Community Members	
Type of Area Served:	Suburban and Large Rural	
Number of Persons Served	K-6:	2,500
	7-12:	1,250
	Special Ed:	120
	Teachers:	761
Minority Groups Served:	Blacks:	35
	Puerto Rican:	1
	Other Spanish Surname:	11
	American Indian:	12
	Oriental:	4
Income Distribution:	Erie County:	
	Under $5,000	13%
	$5,000 - 10,000	38%
	$10,000 - $15,000	31%
	$15,000 and over	18%
Special Populations:	Special Education:	.013%

Project: Texas System for Incremental Quality Increase

Austin, Texas

Project Director:
Dr. Mary Hackley
Division of Career Education
Texas Education Agency
201 East 11th Street
Austin, TX 78701
(512) 475-4291

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$150,000

Contract Award No.
300760332

Participating Institutions: Education Service Centers, Regions I, II, IV, VI, VII, X, XI, XII, XVI, XX (Edinburg, Corpus Christi, Houston, Huntsville, Kilgore, Richardson, Fort Worth, Waco, Amarillo, San Antonio)

MAJOR OBJECTIVES:

1. Education service center personnel in ten regions will recieve training to conduct career education curriculum writing workshops for 500 teachers based upon previously tested processes.

2. Each of 500 teachers will produce at least one curriculum module during a two day workshop conducted by ESC personnel and at least 50% of those modules will be judged acceptable for use in the subject and grade levels designated.

3. Education service center personnel in all twenty regions will receive information on proven techniques of career education implementation and will be able positively to respond to local education agency needs based upon the information.

4. A sample of modules developed with the teacher training methodology will be tested in varied subjects and at different grade levels to determine measurable changes in student behavior following instruction.

5. Curriculum modules generated during the ten workshops will be disseminated to the participants within each respective region, to Partners in Career Education, and to other appropriate individuals and groups.

6. Coordination of activities among the Texas Education Agency, Partners in Career Education (subcontractors), regional education service centers, and others will be systematic to fulfill objectives and activities outlined in the project.

PROJECT ACTIVITIES:

The TSIQI project activities are divided into three major components. In some cases the components have overlapping calendars. Each component and the sub-sections are listed as follows:

I. Instruction Workshops

Identification of participating education service centers, staff alignment, planning, and scheduling of workshops for teachers will occur by mid July, 1976. Communications with appropriate parties and explanation of project goals and objectives will also be conducted during early July.

A critique of the content of the transportable model and its technical qualities will be conducted in cooperation with Partners in Career Education by July 31, 1976. In addition, preparation of materials for workshop for training ESC personnel will be reviewed by late July. Necessary revisions and final printing of materials will be complete by August 30, 1976.

During September, 1976 a two day workshop will be conducted by staff from Partners in Career Education and the Texas Education Agency to equip ESC personnel with information and materials for them to host teachers in a two day curriculum writing workshop.

From October 1-December 15, 1976 ESC personnel will conduct two day workshops for 500 teachers and collect at least one module from each teacher who will provide examples of infusing career education into all subjects and grades (K-12).

Modules generated in the teacher workshops will by typed into standard format and returned to each of the ten service centers for distribution to the participants within each respective region from November, 1976 until mid-January, 1977.

II. Implementation Techniques Workshops

Identification of techniques necessary to develop a workshop for equipping school personnel with management skills for implementation of career education will occur from September through October, 1976.

Critical review and revisions of the technical quality of the management techniques for workshop implementation will be completed during November, 1976 and materials necessary to conduct a two day training session for ESC staff and Texas Education Agency staff will be conducted to document the number of contacts the centers have had with LEAs.

III. Evaluation of Modules on the Student Level

Demonstration school (s) will be selected and arrangements made for treating and testing students with instruction and instruments specifically designed for career education from the first week in August until mid-September, 1976.

From mid-October, 1976 until mid-January, 1977 teachers and administrators who will be involved in the evaluation of students will receive orientation and information on career education infusion including the processes necessary to participate in the research activity.

Specific learner outcomes in career education will be assigned to classroom teachers for inclusion in their instruction from January 20-February 15, 1977 and observation of instruction, pre-and posttesting will occur from mid-February until April 30, 1977. Analysis of the data and a report of the findings will be conducted from May 1- June 30, 1977.

EVALUATION:

Objective 1: Given adequate training, education service center personnel in each of ten centers will be able to conduct satisfactory curriculum writing workshops as determined by responses to participants' questionnaires, professional review of modules (500) collected from teachers, and judgment of TSIQI staff who will monitor the workshop sessions.

Objective 2: Each of 500 teachers will write one career education module and at least 50% of those will be judged useable in the classroom according to a list of predetermined criteria.

Objective 3: Education service center personnel will positively respond on an evaluation instrument, the workshop effectiveness as well as responding more adequately to the needs of local education agencies based upon the service center acquisition of new information in career education.

Objective 4: The efficacy of career education modules will be determined by measureable changes in student behavior following instruction utilizing the modules.

Objective 5: The project director along with Texas Education Agency staff will verify dissemination of modules, materials, and information and evaluate the effectiveness of those products.

Objective 6: Project activities will be conducted on schedule and in a systematic manner as judged through internal evaluation and observation by the Texas Education Agency, Division of Career Education.

COMMUNICATION:

Career education learning modules will be disseminated to all participants of the workshops, while each of the non-participating education service centers will also receive workshop information and products.

A display of materials will be made available to all who wish to review the project's efforts at the Commissioner's National Career Education Conference, at the mid-winter school administrators conference, and at other organizational meetings as they arise.

The final report will be shared with the State Advisory Committee for Career Education as well as the Agency-wide Task Force for Career Education and other groups or individuals.

DEMOGRAPHIC INFORMATION:

Educational Levels and Groups:	500 teachers; 20 ESC staff
Types of Areas:	Districts geographically balanced.

Project: K-12 Career Education Infusion Practices in a Large Urban Setting - Phase I
Dallas, Texas

Project Director:	Dr. J. Cummings K-12 Urban Career Education Project Suite 227 A. Harris Shopping Center Keist Blvd. and Beckley Road Dallas, TX 75224 (214) 371-5323	Procurement Contract Award from Career Education Program for 8/15/76 to 8/14/77: $370,000 Contract Award No. 300760406

Participating Institutions:
Partners in Career Education, Arlington, Texas
Skyline Career Development Center, Dallas, Texas
Texas Education Agency, Austin, Texas
Education Service Center, Region X, Richardson, Texas

MAJOR OBJECTIVES:

1. Perform an assessment of career education needs to find out
   (a) The measured difference between student development and the standards established by the nine learner outcome goals of the U. S. Office of Education, the Basic Learner Outcomes of the State of Texas, and academic norms;
   (b) The desire for career education on the part of all segments of the community; and
   (c) The level of awareness and commitment to career education which exists among educators.
2. Identify and train a cadre of teachers, teacher aides and counselors from the fourteen schools selected to participate in this project in the career education concept and in the process of infusing career education into the existing curriculum.
3. Identify and/or develop infused career education curriculum for implementation in the inner-city schools and develop a plan for community involvement in career education.
4. Develop administrative procedures to implement career education in an urban district according to the state plan.

PROJECT ACTIVITIES:

1. (a) Assessment of student development in terms of career education will be accomplished by administration of the Texas Career Education Measurement Series (CEMS) and the Education Testing Service (ETS) career development instruments to students in grades 4-12. Five to ten percent of the students in each selected school will be tested. All of the teachers of students in grades K-3 will be surveyed to obtain information about the extent to which, or whether, the basic learner outcomes are addressed in classroom activities and the teachers' perceptions of student development in terms of appropriate outcomes.

   (b) A survey of community perceptions of and the need for career education will be conducted.

   (c) A representative number of school personnel will be surveyed to ascertain their acceptance of the basic assumptions of career education and their commitment to implementation of a career education program.

2. (a) Identify for training 25% of the teachers and teachers' aides from the schools selected to participate in this demonstration project.

   (b) Select all of the counselors assigned to the participating schools for training along with teachers and teachers' aides.

(c) Conduct a series of workshops, 15 days for each participant, to train teachers, teachers' aides and counselors in the career education concept and to involve them in the infusion process that has been tested and proven effective with large number of Texas teachers.

3. (a) Infusion units previously developed by Texas teachers will be surveyed for use.

   (b) An advisory committee or committees will be formed and requested to:

   ° Assist in the identification of community groups and individuals.

   ° Help in communicating the goals and objectives of the project to the community.

   ° Assist in the compilation of listings of community people who will participate in the work orientation workshops where teachers are trained in the infusion process.

   ° Facilitate, through personal contacts, the scheduling of community resources/people for utilization/participation in classroom activities.

   (c) A community survey will be conducted to determine the desire for and attitudes toward career education.

4. (a) Identify and employ qualified staff to carry out project activities.

   (b) Provide for training of project to conduct workshop sessions with participating teachers.

   (c) Conduct orientation sessions for the board of education and administrative staff members of participating schools.

   (d) Apply and refine the process for infusing input from community people into classroom activities.

   (e) Apply and refine a plan for infusing career education concepts into the existing curriculum in appropriate subjects.

   (f) Develop and apply an experimental design to include process and product evaluation.

   (g) Prepare to fully implement the project during the second year of the effort (Phase II).

EVALUATION:

° Process and product evaluation questions to be considered in the project include areas of NEEDS ASSESSMENT, STAFF DEVELOPMENT and IMPLEMENTATION of the project.

° Pre-test and post-test scores and gain scores will be calculated.

° The results of the attitudinal study will be summarized and presented in tabular form.

° The process evaluation will aid in establishing the transportability of the model being implemented.

° The number of parents, business/industry persons involved in the career education program will be tabulated as well as the nature of their involvement.

° A senior evaluator from the Research, Evaluation and Information Systems of the Dallas Independent School District will be attached to the staff; thereby, providing resource and support for the duration of the project.

COMMUNICATION:

- The career education materials (Basic Learner Outcomes as developed by Partners in Career Education, Arlington, Texas) are available from their office.
- An evaluation report of the project for Phase I will be presented for Board of Education members and administrative staff from participating schools.
- The program products that will be developed will include:
  - A prototypic model for curriculum infusion
  - A staff development plan
  - A community involvement plan

  These will be packaged according to the guidelines of the RFP for distribution to those who want to replicate this model.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12; Parents, teachers, counselors, administrators, teacher aides
Type of Area Served:	Large Urban Setting
Number of Persons Served:	K-6 5100 7-8 350 9-12 350 Parents: 14,000
Minority Groups Served:	Black 85% M/A 12%
Income Distribution:	Under $5,000 24% $5,000 - 9,999 46% 10,000 -14,999 17% 15,000 -19,999 9% 19,999 or more 4%
Special Populations:	Handicapped: 9% Gifted and Talented: 3%

Project: The Incremental Improvement of a Division - Wide Careeer Education Program
Bedford, Virginia

Project Director:
Charles A. Patsell
Supervisor of Career Education
Bedford County Public Schools
310 S. Bridge Street
Box 748
Bedford, VA 24523
(703) 586-1045

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$110,000

Contract Award No.
300760336

Participating Institutions: Elementary and Secondary Schools of Bedford County School Division

MAJOR OBJECTIVES:

1. Students will be given the opportunity to increase self awareness, develop favorable attitudes toward the personal, social, and economic significance of work, and increase their career awareness through project activities.
2. Students will be provided with increased opportunities for experiences in the business - labor - industry community.
3. Teachers, administrators, and ancillary personnel will integrate the programmatic assumption of Career Education into the instructional program.
4. Parents, the business - industry - labor community and other agencies will assist in developing and implementing a comprehensive career education program in the Bedford County Public Schools.
5. Parents will be helped to recognize their roles in the career development of their children.
6. Guidance personnel will advance the development of the Bedford County Placement model.
7. Bedford County Public Schools will develop a coordinated comprehensive K-12 Career Education Program.

All objectives are aimed at serving the total population of the school division.

PROJECT ACTIVITIES:

1. The school division program will use materials and career education activities to develop and infuse the career education concepts into the children's program.
2. The previous work experience program will be expanded to include an extended time of work experience.
3. In-service program will be developed to aid all personnel in understanding the programmatic assumptions of career education.
4. Use will be made of parents and the business - industry - labor community to provide resource people and on site experience for teachers and pupils to develop and implement the program.
5. Parent mini-courses will be expanded and developed to aid in this objective.
6. The placement model will be adapted and placed in use by guidance personnel.
7. The Supervisor of Career Education will work with the total program to develop a coordinated comprehensive K-12 Career Education program.

EVALUATION:

This project has been selected as one of the national evaluation sites. The details of the evaluation design are currently being worked out between the participants and National Testing Service.

COMMUNICATION:

At the conclusion of the project a series of career oriented mini-courses and a Career Education Handbook will be available.

A printed list of all materials produced will be prepared and mailed to other projects. A drive-in conference for surrounding school division will be carried out by project personnel.

A brochure about the total program will be prepared and distributed by November 1, 1976.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 pupils, Parents, Teachers, Counselors, Administrator, Librarian, Business-Industry Persons, and Labor.	
Type of Area Served:	Rural, small town, suburban	
Number of Persons Served:	Student - K-7	4933
	8-12	3384
	Parents	12,000
	Counselors	11
	Administration	29
	Teachers	438
	Other Staff	59
	Business Industry	102
Minority Groups Served:	Black	21%
Income Distribution:	Under $5,000	38%
	$5,000 - $9,999	39%
	$10,000 - $14,999	16%
	$15,000 - $19,999	5%
	$20,000 or more	2%
Special Population:	Handicapped	11%
	Gifted and Talented	5%

Project: Career Education Incremental Project
Roanoke City, Virginia

Project Director:

Anthony J. Cavallo
Supervisor of Career Education
P.O. Box 13145
Roanoke, VA 24031
(703) 981-2381

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$100,000

Contract Award No.
300760336

Participating Institutions: Fairview Elementary, Highland Park, Monterey Elementary, Round Hill Elementary, Virginia Heights Elementary, Stonewall Jackson Junior High School, James Madison Junior High School, Patrick Henry High School

MAJOR OBJECTIVES:

The prime goal of the project is to develop teacher-counselor-administrator competencies in the area of career education.

PROJECT ACTIVITIES:

The above objectives will be met by providing workshops, in-service training programs, and graduate classes for teachers, counselors, and administrators.

EVALUATION:

This project will be evaluated by National Testing Service, Durham, North Carolina.

COMMUNICATION:

A. The project will develop seven in-service films that will be broadcast over WBRA-TV, the local public television station.

B. August 31: Workshop for all participating schools to be administered by training consultant. September 15: A graduate class will be offered by one of local universities. October 15: All target school teachers, librarians and counselors will have been involved in a two-day in-service program. February 28, 1977: The Consultant to the project will have presented the sixth in-school in-service program. April 30, 1977: The Consultant to the project will have completed the last of the in-school in-service programs.

C. Descriptive project literature: A printed brochure describing Career Education in Roanoke City will be developed and disseminated by the end of April, 1977.

DEMOGRAPHIC INFORMATION:

A. This project will serve students in K-12.

B. The city of Roanoke lies in the Roanoke Valley, the southern end of the Shenandoah Valley situated between the Blue Ridge Mountains and the Appalachian range.

The Roanoke Valley and Roanoke City serve as a hub of manufacturing commerce, transportation and cultural activity for nineteen counties in Southwest, Virginia.

The Standard Metropolitan Statistical Area-Roanoke population for 1975 was estimated at 214,300, with the City of Roanoke at 92,500. Approximately 74% of the population are anglos, 24% black, and 2% other ethnic groups.

Project: Exemplary Incremental Quality Improvement State Plan for Career Education
Olympia, Washington

Project Director:
Richard Lutz
Old Capitol Building
Olympia, WA 98504
(206) 753-1544

Assistance Contract Award from Career Education Program for 8/6/76 to 8/5/77:

$100,000

Contract Award No. 300760416

Participating Institutions: Approximately 60 school districts will be selected from the states 304. They will be selected on a first come first serve basis with priority given to those who have previously made a commitment to career education.

MAJOR OBJECTIVES:

1. The Career Assistors will demonstrate the effectiveness of the career education implementation plan to local district policy-makers as a tool for integrating career education district-wide K-12.

2. The Career Assistors will assist local school districts in setting current levels and target levels using the Washington State Career Education Incremental Quality Improvement Assessment Instrument.

3. The Career Assistors will assist the local districts in developing and upgrading Career Education programs.

4. The Career Assistors will work with district administrators in developing implementation plans for district Career Education delivery systems.

5. Career Assistors will provide inservice in Career Education in the form of:

    a. Concept-orientation workshops
    b. Curriculum-training workshops
    c. Mini-topic Career Education workshops
    d. Resources: as available in Career Education mobile curriculum trailers.

6. Career Assistors will disseminate Career Education information through established exemplary local district examples, regional workshops, and local district presentations.

7. Career Assistors will assist the local districts in establishing a budgetary commitment at district and building level.

PROJECT ACTIVITIES:

1. Career Assistors will conduct orientation workshops to communicate Career Education concepts and planning strategies to administrators and policy makers.

2. Using the Increment Quality Improvement State Plan for Career Education, the Assistors will work with district contact persons, administrators, and committees in developing district goals and student learning objectives.

3. Using the available Career Education curriculum models and slide-tape developed by the Project in 1975-76, the Assitors will work with curriculum committees and facilitate the integration of Career Education goals and concepts into the curriculum throughout the various K-12 subjects.

4. Career Assistors will work with regional and local district administrators, committees, and boards in regional workshops and local planning sessions to plan alternative Career Education delivery systems.

5. Career Assistors will provide in-service at state, regional,

and local levels for the purpose of:

- a. General Orientation
- b. Training Educators
- c. Mini-topic Training
- d. Curriculum-development for Career Education integration
- e. Credit and non-credit Career Education courses
- f. Resource dissemination as available in Career Education mobile units
- g. Providing Career Education television film series developed for teacher in-service in 1975-76.

6. Career Assistors will disseminate information through existing exemplary Education programs and make presentation at various educational, professional, and community meetings.

7. Career Assistors will assist local school districts in establishing budgetary committment by speaking to administrators and teachers, policy-making bodies, school boards, legislators, parents, and other groups who may influence such decisions.

EVALUATION:

1. Forms will be used by Assistors in recording local district assistance and inservice activities. These forms will be the basic data collection instrument for the types and quantity of services rendered.

2. Evaluation instruments will be used to determine the quality of inservice programs. Also included will be a roster of names and addresses of all inservice participants and a follow-up questionnaire seeking information from the participants regarding the workshop and its impact on their instructional programs will be done.

3. Definite gains in local district policy statements supporting career education and in budget committments to career training will be gathered by using the summary assessment profile pre and post services rendered.

4. A random survey of local district users of the Assistor services will be made to determine overall impact of IQI implementation.

5. Follow-up interviews will be conducted in local districts to determine quality of Assistor services.

COMMUNICATION:

The Office of the Superintendent of Public Instruction will explain in brief the services available to all 304 School District Superintendents and information will be made available to all teachers statewide through the educational newspaper "Your Public Schools" also explaining the services.

Slide-tape presentations dealing with 1) Concept orientation, 2) K-12 scope and sequence, and 3) Implementation of the State Plan will be made available to interested parties.

All other state agency communication networks will be utilized as required.

DEMOGRAPHIC INFORMATION:

A. Levels/Groups Served: K-12 Students, Parents, Educators and Community.

B. Type of Areas Served: School Districts will be chosen according to their commitment to Career Education and on a first come first served basis anywhere in the state.

C. Number of Persons Served:

K-6	398,657
K-9	199,555
10-12	187,069

Plus educators, parents and community. (Impossible to give number of enrolled students, teachers, counselors, parents and B/L/I people that will actually be directly involved.)

D. Minority Groups Served:

Native American	2%
Black	3%
Spanish American	2%
Oriental	2%

E. Income Distribution:

Under 5,000	16.5%
$5,000 - 10,000	30.4%
10,000 - 15,000	30.2%
Over 15,000	22.9%

Project: Communicating Successful Career Education Methods and Procedures in Rural American K-12 Settings
Cashmere, Washington

Project Director:
Mrs. Bernadette Griffith
Career Education Office
Cashmere School District
210 S. Division
Cashmere, WA 98815
(509) 782-1950

Procurement Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$156,694

Contract Award No. 300760359

Participating Institutions: 5,000 Rural Schools/School Districts

MAJOR OBJECTIVES:

1. Develop and distribute, to 5,000 rural schools, materials to be used as information packets which include the basic design for implementing all component parts of a K-12 career education model for rural school settings.

2. Develop three slide/tape presentations of 15 minutes - 140 slides each.

3. Develop and communicate information about existing commercial and locally produced career education materials germane to rural school systems.

4. Plan and conduct five regional workshops. Each regional workshop will serve two HEW regions.

PROJECT ACTIVITIES:

1. A User Handbook will be developed around four major areas: Planning and Operating K-12 Career Education in Rural Settings, Curriculum and Instruction, Using Community Resources and Evaluation. Interviews with staff and observations of student activities coupled with four years of file information will be used to suggest the step-by-step procedures and "do's and don'ts" that other rural communities should consider in implementing their own career education programs.

   Nine newsletters will be published during the course of the project, each one dealing with a major theme and including interesting items on how rural school settings can adapt career education practices. Content for the theme articles for newsletters two through eight will be drawn from handbook sections.

2. Three slide/tape presentations of 15 minutes each will be produced. Content will focus on career education in rural America -- what it is and can be -- using the Cashmere Career Education program as the primary illustrative example. The presentation will be:

    1. How we have infused career education in the curriculum.
    2. Examples of utilization of business, labor and industry in demonstrating careers to all grade levels, and how business labor and industry in other parts of the country can provide models of careers not available to the rural community.
    3. How teachers can create their own projects tailored to their particular classroom needs and which fill a need caused by rural isolation.

3. The annotated bibliography developed by the Cashmere Career Education Project over the last four years will be used as a primary source for the common resource/reference list. In addition, a search of ERIC will identify and add other resources/references not in the Cashmere bibliography. The result will be a comprehensive common listing of materials that speak to problems/solutions of career education in rural schools.

4. Three workshops will be held during the Spring of 1977, and two during the Summer of 1977, for the purpose of communicating ideas, materials and consultative services to representatives of rural school districts. Each workshop will be of a five day duration and consist of identical three-day informational presentations, followed by two days for scheduled consultation geared to specific problems of participants. Each workshop will emphasize and include: Planning and Operating K-12 Career Education in Rural Settings, Curriculum and Instruction, Using Community Resources, and Program Evaluation.

   The format of the workshop will consist of large group and small group sessions. Large group participation will include the three slide/tape presentations, how to use the workshop resource materials, how to use the handbook, how to use the bibliography, and how to develop an action plan for local districts. Tentative topics for small group sessions will center around universal themes from the User Handbook.

   Staff members from the Cashmere School District, who have experience in career education in-service workshops, will be utilized as a resource team for the workshops.

EVALUATION:

A coordinated system of formative and summative evaluation will be utilized during the project. The evaluation emphasis will include: 1) project design (clarification and specification of objectives); 2) project monitoring (documenting actual and anticipated achievements); 3) evaluation instrument design, development and clearance; 4) design of data analyses; and 5) periodic reporting of evaluative output.

The major evaluation instruments to be designed and utilized include:

a) Participant feedback form (to evaluate general effectiveness of workshops).
b) Materials evaluation forms (to capture evaluative judgements of participants relevant to available curriculum resources)
c) Project product evaluation forms (to capture participants' judgements regarding effectiveness and appropriateness of slide/tape presentations, project handbook, newsletters and other specific project products).

An additional evaluative dimension will be solicitation of feedback through the project newsletters. Consultative services provided by project personnel will be documented as well and a sample of recipients will be selected for evaluative feedback.

COMMUNICATION:

A prototype of the User Handbook, initial bibliography of materials, and three slide/tape presentations will be available for the first workshop to be held.

The first newsletter will be disseminated in October, 1976, followed by eight editions throughout the project.

Five workshops of five days each will be held:

April 17-22, 1977	St. Louis, Missouri
May 1-6, 1977	Boston, Massachusetts
June 12-17, 1977	Denver, Colorado
July 17-22, 1977	Knoxville, Tennessee
August 7-12, 1977	Portland, Oregon

The final common listing of reference/resource materials (bibliography) and the revised User Handbook will be distributed to the identified 5,000 rural school settings.

The three slide/tape presentations and the final report will be submitted to the contracting officer on the expiration date of the contract.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served: 5,000 Rural K-12 School Settings

Type of Area Served: Rural

Because of the nature of the contract it is impossible to supply data regarding number of persons served, minority groups served, income distribution or special populations. It is estimated that well over 5,000 persons will be served by project activities.

Project: Wisconsin K-12 Consortium for Improving Career Education (Second Year - Phase II)
Madison, Wisconsin

Project Director:
Robert S. Meyer
Career Education Consultant
Department of Public Instruction
126 Langdon Street, Room 404
Madison, WI 53702
(608) 266-7987

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$199,212

Contract Award No.
300760331

Participating Institutions: The consortium includes the Wisconsin Department of Public Instruction and the seven school districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown.

MAJOR OBJECTIVES:

A. Consortium-wide Objectives

1. Dissemination

   a. To involve the Wisconsin Department of Public Instruction in publicizing the availability of consortium products.
   b. To share assessment and evaluation instruments developed during the first year of the consortium with all interested schools in state and nation during a second year of operations.
   c. To share demonstration packages developed in first year's project with interested schools in state and nation.
   d. To share other career education ideas, methods, and materials among consortium members and with other interested schools in state and nation upon request.

2. Improvement

   a. To continue consortium members' growth in career education by establishing and working toward local criteria for incremental improvement in career education, based upon individual district needs.
   b. To help other school districts assess their current status in career education.
   c. To assist other school districts in developing quality career education for all male and female students, and including disadvantaged, handicapped and minorities.

3. Learner Outcomes

   a. To further improve C.E. activities aimed at developing positive attitudes toward learning, and improving individual educational achievement.
   b. To further improve C.E. activities aimed at developing positive attitudes toward self and an awareness of one's interests, aptitudes, needs, and values.
   c. To further improve C.E. activities aimed at developing positive attitudes toward work and a broader awareness of occupations and the world of work.
   d. To further improve C.E. activities aimed at developing a desire to explore and test one's interests and aptitudes in a variety of occupations.
   e. To further improve C.E. activities aimed at developing career planning and decision-making skills.
   f. To document that the above strategies have made a positive impact on students.

4. Evaluation

   a. To foster a greater acceptance, among practitioners, of evaluation as a tool for improving career education strategies.
   b. To acquaint practitioners with basic evaluation designs and procedures.
   c. To focus on measuring the impact specific career education strategies have on students.
   d. To provide local districts with improved instruments for measuring student impacts, processes and needs.

5. Leadership

    a. To provide for expanded SEA leadership roles in disseminating directly and/or indirectly via consortium members, the assessment and evaluation products and demonstration packages.
    b. To initiate area and local leadership development activities for new and continuing administrators.
    c. To provide for leadership development at the local level, focusing on tasks related to implementation of a quality career education effort.

B. In addition, each school district in the consortium has its own set of local objectives.

PROJECT ACTIVITIES:

A. Consortium-wide Activities

1. Dissemination

    a. will continue to publish a consortium newsletter as a means of publicizing availability of assessment and evaluation instruments and demonstration packages now in development. (Mailing list includes all state coordinators, directors of all Title IV C.E. projects, and all school districts in Wisconsin.)
    b. will print sufficient copies of assessment and evaluation instruments and demonstration packages to meet demand.
    c. will conduct dissemination workshops to introduce materials produced by consortium.
    d. will transport methods and materials by each consortium school district providing personal assistance to one or more neighboring "partner" district(s), involving both staff and students.
    e. will present consortium methods amd materials in a sectional of WPGA Convention.
    f. will present consortium methods and materials in a sectional of the UW-Stout Annual Guidance Conference.
    g. will distribute a summary of year's accomplishments to all state coordinators of career education, indicating that complete copies of final report are available upon request.

2. Improvement

    a. will assist each consortium district in meeting its locally determined criteria for improvement through consortium meetings, conference telephone calls, and on-site visitations by project director, project's evaluation consultant, other SEA consultants, and other interested parties. Quarterly meetings, quarterly conference calls, and quarterly on-site visits are anticipated.
    b. will identify school districts interested in forming partnerships with consortium schools, and assist them in assessing their current status and needs for improving their career education activities.
    c. will provide personal assistance to identified "partner" districts in developing quality career education through activities such as joint departmental meetings, workshops, and/or leadership conferences.
    d. will sponsor sectional in regional education conventions on career education for students with special needs, geared primarily for special education teachers K-12.

3. Learner Outcomes

    a. Operational plans and activities to attain these objectives must be carried out at the local level.
    b. Consortium members will share strategies and support each other in effecting these impacts on students through meetings, conference calls, consortium newsletter, and personal contacts.

4. Evaluation

    a. will continue to assist consortium districts in their evaluation activities and instruct interested practitioners in evaluation purposes, designs, and procedures; will encourage LEA personnel

to take responsibility for local evaluation. (for objectives a. and b.) "Partner" districts will be involved upon request.
b. (See above.)
c. will develop and validate additional instruments which focus upon measuring student impacts.
d. will improve instruments developed in 1975-76 through further field testing in "partner" districts.

5. Leadership

a. The project director (SEA career education consultant) will share with the consortium a plan of work for FY'77; in turn, consortium members will provide feedback as well as additional input toward incrementally improving the entire state career education effort.
b. Consortium members will share with each other plans for administrative staff development and request suggestions for improvement. When feasible, interaction among consortium administrators will be planned.
c. The project director will represent consortium interests to the Joint Task Force for Career Education made up of representatives from the Wis. Dept. of Public Instruction, the Wis. Board of Voc. and Tech. Education, the University of Wis. System, and the Wis. Assoc. of Independent Colleges and Universities.
d. The project director and consortium local directors and staffs will provide assistance for area and local leadership training programs.
e. Requests for assistance from non-consortium LEAs received by the state consultant (and project director) will be routed to the consortium members with expertise in the area of assistance requested.

B. In addition, each consortium school district will undertake activities to achieve their respective local objectives.

EVALUATION:

The Wisconsin Dept. of Public Instruction will again contract for the services of a third party evaluator to determine the degree to which consortium-wide objectives are attained in the areas of dissemination, improvement, learner outcomes, evaluation and leadership.

The evaluation design for the Wisconsin Career Education Consortium encompasses the five major objectives of the proposal, the individual LEA consortium member's objectives, and their related evaluation plans. At the consortium level, evaluation activities will be focused in 5 areas: (1) evaluation of the projects developed at the consortium level; (2) evaluation of consortium processes, i.e., organization, impact, and delivery; (3) evaluation of SEA leadership/involvement/support; (4) evaluation of general LEA improvement resulting from the USOE project, and (5) evaluation of individual LEA objectives, above and beyond the local evaluation plans.

The two main processes to be evaluated are the consortium process itself and the processes used within the LEAs to effect incremental improvement. SEA leadership will be perceived by the consortium members as helpful, available, on target, responsive to member needs, and in tune with the "whole" of career education. Feedback will be solicited at each Board of Members meeting relative to the positive and negative incidents accruing in relation to meetings, as well as recommendations/suggestions for improvements in process.

The project director, the half-time evaluation consultant, and the seven local directors will all cooperate in gathering data as required by the third party evaluator. The Madison School District is one of 15 Office of Career Education sites which will participate in an evaluation program sponsored by the National Testing Service.

Monthly progress reports from each consortium district, consortium meetings, and on-site visitations will enable the project director to monitor progress of the consortium as a whole throughout the year. The progress reports will also continue to serve as efficient tools of communication between and among the consortium members. It is anticipated that some items reported will generate indepth discussion of the related project strengths, weaknesses, and opportunities for improvement. The progress report format provides for: (1) a review of objectives, (2) progress during month, (3) plans for next month, and (4) problems and concerns.

In addition to the monthly reports, all consortium members will participate in the preparation of the mid-year and final reports for the project. LEA input for these reports will be submitted to the project director 20 days prior to the deadline for mailing to USOE.

COMMUNICATION:

(See consortium dissemination activities).

DEMOGRAPHIC INFORMATION:

A. Levels/Groups Served: K-12 Students, Parents, Educators, and Community.

B. Areas Served:
One large school district and community
Two medium sized school districts and communities
Four small school districts and communities

C. Number of Persons Served:
K-6 - 38,000 estimated enrollment
7-9 - 15,000 estimated enrollment
10-12 - 14,000 estimated enrollment

Plus educators, parents and community. (impossible to give number of enrolled students, teachers, counselors, parents, and B/L/I people that will actually be directly involved.

D. Minority Groups Served:	Native American	1%
	Black	1%
	Spanish American	1%
	Oriental	1%
E. Special Populations:	Handicapped	5%
	Gifted and Talented	5%
F. Income Distribution:	Under 5,000	5%
	5,000- 9,999	20%
	10,000-14,999	50%
	15,000-19,999	20%
	20,000-or more	5%

Project: Career Education Program
Oshkosh, Wisconsin

Project Director:
Richard L. Crombie
Career Education Direcotr
Oshkosh West High School
375 N. Eagle Street
Oshkosh, WI 54901
(414) 235-8750

Grant Award from Career Education Program for 7/1/76 to 6/30/77:

$37,504

Grant Award No.
G007604383

Participating Institutions:
University of Wisconsin-Oshkosh
Oshkosh Area Chamber of Commerce
Associated Industries of Oshkosh

MAJOR OBJECTIVES:

1. Students will show improvement in scores during the period September-April in the following learner outcome areas: fourth grade students will show growth in awareness of self and the community world of work; seventh grade students will show growth in knowledge and understanding of the world of work and the value of education in preparation for that world; tenth grade students will show growth in decision-making skills as they relate to career planning and preparation.

2. There will be an increase at each level K-12 in career education classroom activities as well as a specified minimum flow of field experience involving business and industry and classroom visitations from representatives of business and industry.

3. Four models, (1) Intensive Inservice Model, (2) Counselor as Coordinator Model, (3) Community Resource Development Model, and (4) Leadership Training Model will be refined, fieldtested, and packaged in a flexible format for implementation and dissemination.

PROJECT ACTIVITIES:

The time-line of project activities is designed to integrate the three major objectives. The first two objectives will monitor the interrelationship and performance of teacher input activities and student outcomes. In the third objective, refinement and fieldtesting of the program component models is intended to increase the quality and flow of career education activities.

The addition of the leadership training campnent in the second project year will serve to give direction to career education at the building level as well as to provide a system of feedback on program progress.

Fifty staff leadership training participants will develop activities and plans related to the implementation of career education in the school district as well as within their individual schools.

Counselors and leadership participants will continue the development of a community resource guide through contact with local businesses and industries. This liaison will enhance the flow of career education experiences between schools and the community.

Considerable emphasis has been placed on communication and evaluative activity in the operational plan. Through the technical assistance of a third party evaluator we expect to acquire learner outcome data in order to determine program effectiveness.

EVALUATION:

The Oshkosh Career Education Program was selected as one of 15 project sites to be evaluated by the Office of Career Education. National Testing Service has been awarded a contract to provide technical assistance to carry out both a common design for all 15 projects and a unique design for each project site.

The common evaluation will involve a pre-test and post-test measure of the nine career education learner outcomes identified in the U.S. Office of Education.

The unique evaluation will address the learner and teacher objectives specified in the major objectives for the project through locally developed evaluation instruments.

Evaluation of the four process objective models, inservice, counselor-coordinator, community resource development, and leadership training will be based upon frequent and intensive progress evaluation sessions as well as upon third party evaluation procedures. Field-testing of these component models is expected to impact the first two major performance objectives.

COMMUNICATION:

1. Reports of the four process objective models will be prepared for dissemination.
2. Frequent progress evaluation sessions will be held involving administrators, counselors, and leadership training participants.
3. A periodic newsletter will be published for presentation to the district staff.
4. A full day demonstration conference is planned for the end of the project year to achieve final product evaluation and dissemination. This will include project participants, community groups, and participants from other school systems.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Faculty	
Type of Area Served:	Urban and Rural	
Number of Persons Served:	K-5	4131
	6-8	2239
	9-12	3229
Minority Groups Served:	Black, Indian, etc.	2%
Income Distribution:	Under $5,000	8%
	$5,000 - $9,999	16%
	$10,000 - $14,999	38%
	$15,000 - $19,999	28%
	$20,000 or more	10%
Special Populations:	Handicapped	6%
	Gifted and Talented	3%

PROFILES OF PROJECTS IN CATEGORY 2

Effective Methods and Techniques:
Senior High School, Community College, Four-Year College and
Adult and Community Settings

Project: SPACE: To Demonstrate and Replicate a Comprehensive Model for Senior High Schools
Tallahassee, Florida

Project Director:
Dr. Margaret Ferqueron
State Coordinator of Career Education
State of Florida
Department of Education
Tallahassee, FL 32304
(904) 488-3860

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$145,000

Contract Award No. 300760277

Participating Institutions:
School Board of Broward County
School Board of Orange County
School Board of Pinellas County

MAJOR OBJECTIVES:

The major thrust of the Senior High Career Education Demonstration Consortium is to demonstrate and replicate the most effective methods and techniques in career education in the senior high school. Project efforts are focused upon the following broad objectives:

1. Continue to demonstrate components of a comprehensive model for career education at the high school level by:
   a. Maintaining demonstration centers previously established in Broward, Orange, and Pinellas Counties.
   b. Planning and conducting a national invitational conference.
2. Provide visitation and replication opportunities to interested schools in the consortium districts and interested districts in the remainder of the state and nation.

PROJECT ACTIVITIES:

A significant number of activities will be utilized to demonstrate and replicate the most effective methods and techniques in career education at the senior high level.

Those high schools established as demonstration centers in each of the three counties in 1975-76 will continue to function in that capacity. Components of the career education model currently operable in those schools will continue to be demonstrated.

All demonstration centers will continue to add needed components of the career education model which are operable in other schools within their respective districts, as well as those which are operable in other districts in the consortium.

Based upon data gathered from a survey of the state and the nation conducted in 1975-76, other needed components will be added to the demonstration centers. Throughout the project activities the emphasis will continue to be to expand career exploration to all grade levels and subject areas. Special emphasis will be directed toward the diffusion of Broward County's salable skills program to Orange and Pinellas Counties; to refine, through a tri-county effort, the leisure time and community service components; and, to extend the guidance component to include all grade levels, 9-12.

The comprehensive inservice efforts that are directed towards the purposes and replication efforts of the consortium will continue at each demonstration site. Curriculum materials developed by the three counties will continue to be made available to all demonstration centers and other sites participating in replication activities.

On-site technical assistance related to replication of the individual components of the model will be made available to interested schools or districts in the remainder of the state and nation. The approach to demonstration and replication will be one of taking the program strengths which exist in one senior high school and fuse in what exists in other school sites throughout the participating consortium districts, the state, and the nation, as requested and funding allows. In summary, all undertakings will be exemplary in nature.

EVALUATION:

The Florida Career Education Demonstration Consortium has been selected to be one of the 15 project sites which will participate in the evaluation contract that National Testing Service has been awarded with USOE. The efforts of this contract will be directed towards the following two major activities:

1. To improve the quality of evaluations conducted by OCE funded career education projects through the provision of intensive technical assistance to fifteen of these projects.

2. To identify, as a result of this technical assistance effort, a field tested model which can be used by other career education projects funded by OCE in future evaluation efforts.

As a result of these two major NTS contract objectives, common evaluation design will be developed which will be used in each of the projects. In addition to the common evaluation component, a unique evaluation design will be developed for each project. By employing both a common longitudinal design for the composite of all of the projects and a unique longitudinal design for each project, the continuing information needs of individual project managers as well as national program managers will be met. The nine outcomes of career education will be related to procedures used in the project.

Four major activities will occur during the project: (1) training of local project directors and USOE personnel; (2) development of common and unique evaluation designs; (3) data collection; (4) presentation of the evaluation findings.

It is through the unique evaluation design that the specific components of the demonstration project will be addressed. An evaluation conference is planned with NTS staff persons to develop an appropriate revision of the design submitted with the consortium proposal. It is expected that the unique design will include two major components, one which focuses upon student and demonstration objectives, and one which relates to the overall effectiveness of the project.

COMMUNICATION:

From the inception of the project to its conclusion, every effort will be made to disseminate information concerning progress to other schools within the participating districts and to other districts within the state and nation. In the dissemination process, the following will be done.

1. Semi-annual and yearly evaluation reports will be submitted to the funding agency.

2. Semi-annual newsletters will be circulated to:

   a. All high schools within the state.
   b. All State Departments of Education in the nation.
   c. All participants in the 1974 and 1975 career education mini-conferences.
   d. All persons requesting information about the project in general or about visitation or replication opportunities.

3. All letters of inquiry will be answered with a description of the components of the operational model, replication opportunities, and sample curriculum materials.

4. All persons wishing to visit the demonstration centers will be accommodated and will be given a pre-orientation package, an orientation program, and opportunities to see the components in operation and talk with administrators, teachers, and students.

DEMOGRAPHIC INFORMATION

Levels/Groups Served: 9 - 12 students
Type of Area Served: Urban

DEMONSTRATION SITES

		Broward County Hallendale Senior High	Orange County Evans Senior High	Pinellas County Dunedin Senior High
Number of Persons Served:	Grade 9	400	--	947
	Grade 10	363	1208	900
	Grade 11	290	1027	875
	Grade 12	284	808	800
	Teachers	64	114	148
	Counselors	5	6	6
	Administrators	5	5	9
	Other staff	2	--	3
	Parents	--	60	10
	Business/Industry	115	300	156
	Other Community Persons	--	--	13
Minority Groups Served:	Black	34.4%	20%	9%
	Oriental	1.0%	-	-
	Spanish Surname	2.9%	4.9%	1.0%
	White	61.7%	75%	90%
	Other	--	.1%	-
Income Distribution:	Under $5,000	20%	19.9%	4%
	5,000 - 9,999	40%	24.1%	15%
	10,000 -14,999	30%	25.6%	45%
	15,000 -19,999	7%	23.2%	30%
	20,000 or more	3%	7.2%	6%
Special Populations:	Handicapped	8%	3%	3%
	Gifted and Talented	--	1.1%	8%

Project: New Jersey Interagency Career Education Demonstration Project
Trenton, New Jersey

Project Director:
Dr. Edward D. Goldberg
Director, Office of Community College Programs
225 W. State Street
Trenton, NJ 08625
(609) 292-4470

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$101,398

Contract Award No. 300760280

Participating Institutions:
New Jersey Department of Higher Education
New Jersey Department of Labor and Industry
Middlesex County College

MAJOR OBJECTIVES:

1. To increase the ability of approximately 125 students at Middlesex County College to make informed career decisions through an understanding of self and labor market analysis as demonstrated by student gain scores in a Labor Market Analysis course.
2. To expose community college and high school counselors to the use and interpretation of labor market data in providing career guidance and counseling to students as demonstrated by counselors'enrollment in an in-service seminar training course.

PROJECT ACTIVITIES:

A labor market model (LIONS) developed by the N.J. Department of Labor and Industry will be modified so that it can be used by the educational community to aid students in thinking about career choices. Data on approximately 450 occupations will be available to students. The model will be completed for inclusion in a labor market analysis course in the early part of December 1976.

During the fall of 1976 the course in labor market analysis will be developed by Middlesex County College utilizing the LIONS data and other labor market information. The course will have a dual focus aimed at increasing students' knowledge of self and of the world of work.

In January 1977, the course will be implemented at Middlesex County College with approximately 125 students participating.

An in-service seminar course will be developed by March 1977 to train community college and high school counselors in the use and interpretation of LIONS data for labor market analysis in the career guidance and counseling of students. The in-service seminar training course will be implemented in mid-spring. Seminar participants will be required to act as external evaluators of the Middlesex student course and materials.

Based on student input and the results of internal and external evaluation, the labor market analysis course will be revised during the summer of 1977. Current year activities and evaluation results will be disseminated statewide in a written report.

EVALUATION:

A pre and post test based on the instructional objectives developed for the Labor Market Analysis Course will be administered to students. Gain scores will be computed to measure change in students'understanding. Middlesex faculty members involved in the students'instructional program will be involved in a formative evaluation of that program. Counselors enrolled in the seminar will be required to observe and evaluate the student course and the materials as a means of external evaluation. Frequency counts and T tests of pre and post test means will be made. Pre and post tests will be conducted to determine the effectiveness of the instructional objectives of the Counselors' Seminars. The counselors will be involved in the summative evaluation of their seminars; and they will also provide formative feedback on the LIONS model. Middlesex Community College's Research and Development Department will be conducting the evaluation of this project.

COMMUNICATION:

Information regarding the labor market model, the curricula used in the student learning experience and the counselor training seminar will be disseminated statewide in a report. If additional funding is forthcoming the course and seminar will be implemented at five other community colleges and will be available to high schools in those counties.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served: Grades 13 & 14 Students & Counselors
Type of Area Served: Suburban/Urban
Number of Persons Served: Grades 13 & 14 - 125
Counselors - 25

Minority Groups Served: 7% Black, Hispanic & Others
93% White

Income Distribution: Up to $12,500 34 %
$12,500-$20,000 38 %
Over $20,000 28 %

Project: A Model for a Comprehensive Career Educational Approach to Higher Education
Long Island City, New York

Project Directors:	Dr. Jeffrey Kleinberg, Assistant Dean of Student Services Dr. Irwin Feifer Director of Career Education LaGuardia Community College 31-10 Thomson Avenue Long Island City, NY 11101 (212) 626-8568/8552	Procurement Contract Award from Career Education Program for 7/1/76 to 9/30/77: $208,610 Contract Award No. 300760329

Participating Institutions: New York City Board of Education
Western Queens Civic and Community Organizations

MAJOR OBJECTIVES:

1. Through providing credit-bearing, career related work experiences to all students (Career & Liberal Arts majors) as requisites for graduation, the entire student body will clarify their work values, reality-test their career choices and/or assess the applicability of academic concepts to the work environment.

2. The involvement of the business-labor-industry community will be secured in a collaborative (rather than simply cooperative) relationship with LaGuardia Community College, eventuating in their: Providing personnel to teach career education courses to students; insuring that work-study experiences provide quality learning experiences over and beyond "simple job tasks"; and insuring that curricula are continually up-dated to reflect ongoing advances.

3. Representative liberal arts faculty members will infuse career education concepts into their instructional activities through: modifying their lessons on how various concepts and issues are manifest in the work place; developing and providing the course offering, Work & Leisure, to both the matriculated and nonmatriculated (i.e., adult) student body; modifying the college catalogue to list course offerings under career educational themes; and teaching, as part of their work load, career exploration cooperative education seminars.

4. Establish a professionally-manned college-wide career resource center that would coordinate various campus career education services, e.g., career library, computerized career information system, career advisement, simulated job interviews, etc., and would be utilized as well by junior and senior high school students, community groups and the general public.

5. To thoroughly orient policy makers of at least 100 community colleges throughout the United States as to the advantages, viability, and specific programmatic components of an integrated career educational approach to higher education, through conferences and dissemination vehicles that articulate with organizations such as A.A.C.J.C. and A.A.H.E.

PROJECT ACTIVITIES:

LaGuardia Community College currently places a great college-wide emphasis on career education for all of its students (e.g. nine cooperative education credits required of all students, adult career education courses and seminars, required C.E. advisory hours required of all freshman, etc.). The overall purpose of the project contract is to supplement LaGuardia's existing C.E. programs with those components still required to yield a comprehensive C.E. approach to higher education.

Elaborating on the activities referred to within the previous statement of the project's 5 major objectives. LaGuardia will:

1. Provide required career education evening seminars of students concurrent with each of their three cooperative education work study internships. These seminars will focus on work value clarification, the reality of career choices and the application of L.A. concepts to the work environment, and will be taught by representatives of industry, LaGuardia's L.A. faculty (after thorough orientation and in-service training) and career advisory professional staff.

2. Currently, LaGuardia's cooperative education program has ongoing relationships and continuous commitments for work-study internships with approximately 300 industrial concerns. Over and beyond this cooperative relationship, we are seeking a more significant role for private industry in the career educational process. As this must be accomplished from "the top down," a major conference is scheduled for Spring, '77, bringing together top policy makers of private industry, labor and education for the purpose of defining this collaborative role, enlisting commitmemts and evenuating in an employer-educator council to operationally implement this intended relationship.

3. In addition to the interest and commitment already manifest by the academic Deans and Liberal Arts Department Chairpeople to the objectives of the contract, thorough orientations to the L.A. faculty themselves, will be provided concerning the real nature of C.E. (i.e., broader than "just jobs for students") and the practical meaningfulness of infusing C.E. activities into their instructional activities. Basically, we will attempt to recruit the most interested L.A. faculty for the various project activities (as stated in objective 3), and, through their successes and commitment, to utilize their efforts to recuit their peers into the C.E. infusion process.

4. The Career Resource Center would serve as the college-wide vehicle for consolidating and coordinating the entire specification of C.E. programmatic components provided by the college.

5. In addition to orienting other community colleges to how to infuse C.E. programs within their institutions, and facilitating same, we will be emphasizing (and demonstrating) how C.E. and Liberal Arts are indeed compatible educational concepts.

EVALUATION:

Objective 1: Student and faculty ratings will be made on standardized scales at the conclusion of each C.E. seminar to reveal the extent to which work-study students have attained the objectives of their respective seminars.

Objective 2: Subsequent to the industry-labor education conference, all participants will be asked to complete pre-structured rating forms with respect to: (a) their knowledge of C.E.; (b) their perceptions of feasible collaborative roles; and (c) indices of future commitment to operationalizing the commitment. Further, we will follow up the conference with respect to the number of personnel participants provided to teach C.E. courses and their efforts to up-date curricula, etc.

Objective 3: The involvement of L.A. faculty will be evaluated in terms of indices such as the number of L.A. courses modified to incorporate C.E. concepts, the number of L.A. faculty volunteering to teach C.E. seminars to work-study students and their own ratings at the end of the contract period as regards their perceptions concerning the compatibility of C.E. and liberal arts concepts.

Objective 4: The functional utility of the Career Resource Center will be determined by the numbers and types of user populations, the services provided and user ratings as to the utility of the service received.

Objective 5: Subsequent to the conferences pre-and post participant ratings will be secured as regards perceptions concerning the viability of incorporating C.E. programmatic components into institutions of higher learning, the compatibility of liberal arts and C.E., etc. Ultimate criteria of the success of the conference, however, will be the number of requests for programmatic syllabi and/or assistance in incorporating same.

COMMUNICATION:

In addition to the conferences and articulation with A.A.C.J.C. and A.A.H.E. as potential dissemination vehicles, all C.E. programmatic descriptions and syllabi will be provided to Office of Career Education for inclusion into the ERIC system. Further, we anticipate the publication of a number of articles for professional journals, papers presented to national conferences, and a book that focuses on how to feasibly incorporate C.E. into community colleges.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Grades 13-14 students; K-8 community residents	
Type of Area Served:	Urban	
Number of Persons Served:	13-14:	6,000
	Community Residents	5,000
	(students, adults, organizations):	5,000
	Teachers:	250
	Counselors:	30
	Administrators:	200
	Business/Industry:	500
Minority Groups Served:		
	Black:	30%
	Oriental:	6%
	Puerto Rican:	15%
	Spanish Speaking:	10%
Income Distribution:	Under $5,000	15%
	$ 5,000- $9,999	20%
	$10,000- $14,999	30%
	$15,000- $19,999	30%
	$20,000 or more	5%
Special Population:	Handicapped:	10%
	Gifted and Talented:	8%

Project: A Comprehensive Approach to Career Education
Greenwood, South Carolina

Project Director:	Dr. Norman Murphy General Education Division Piedmont Technical College Post Office Drawer 1208 Greenwood, SC 29646 (803) 223-8357	Asssistance Contract Award from Career Education Program for 7/1/76 to 6/30/77: $99,281 Contract Award No. 300760273

Participating Institutions: Piedmont Technical College

MAJOR OBJECTIVES:

1. To install, operate, and evaluate a comprehensive career guidance program which will include an experience-based alternative for career guidance, an on-site career guidance program for Piedmont students employed in area industries, a more occupationally relevant unit for the Human Relations course as well as modules in interpersonal communication skills and personal awareness.

2. To develop, operate, and evaluate methods for integrating instruction in basic skills with the "real world" involving competency based, work related basic skills modules and an experience-based alternative for the attainment of mathematics and language arts skills.

PROJECT ACTIVITIES:

1. A variety of activities will be undertaken this fall in order to prepare for the implementation of the Experience Based Career Education program in December, 1976. These activities include workshops to train the Learning Coordinators who will identify the Resource People from industry who will work with students, analyze the learning opportunities available in area industries, and develop the documents required to assist students in the design of their individual programs.

2. Industrial contacts will provide systematic input regarding the mathematical and language art skills required of students exiting each of Piedmont's technically oriented degree programs. General Education instructors will do internships in industry to add depth to the information.

3. Content area reading materials will be developed for three curricula. These materials will have comprehension, critical reading, and vocabulary exercises and it will be based on textbooks and journals relating to the student's career choice.

4. Counselors will develop group exercises for the various Human Relations modules, adapting existing materials from a variety of sources.

EVALUATION:

Process and product evaluation will be utilized to determine the progress of activities toward project objectives and the impact of the program(s) on the participants. An Advisory Committee composed of participants from the business and industrial community will be used to monitor the progress of the Experience Based Career Education program. The Appalachian Educational Laboratory will conduct the product evaluation connected with the Experience Based Career Education program with the assistance of Piedmont. Piedmont will conduct the remaining evaluation.

1. The Experience Based Career Education component will be evaluated by a pre and post test of an experimental and control group in terms of career satisfaction, job performance, possession of basis skills, and changes of locus of control. A study will be made to determine which learning style(s) of students are most predictive of success in Experience Based Career Education.

2. The Human Relations modules developed will be evaluated by Piedmont faculty in terms of their impact on student learning.

COMMUNICATION:

Materials necessary to implement Experience Based Career Education at postsecondary institutions (12-8-76). Content area reading materials for three curricula (5-30-77). Human Relations modules (1-15-77), Vocationally related mathematical modules (6-30-77). Final project evaluation (8-1-77). Article for Community and Junior College Journal (4-1-77). Research report to ERIC (9-1-77).

DEMOGRAPHIC INFORMATION:

Levels/Groups Served: 13, 14
Teachers, Counselors, and Administrators.
Business/Industry persons

Types of Area Served: Small towns

Number of Persons Served: 200

Minority groups Served: Black 37%

Income distribution:
under $5,000 20%
$5,000 - $9,999 65%
$10,000 - $14,999 15%

Project: An Interdisciplinary Approach to Career Education Through the Investigation of Past, Present, and Future Environmental Issues
Los Angeles, California

Project Director:
Ms. Doreen G. Nelson
235 South Westgate Avenue
Los Angeles, CA 90049
(213) 828-1895

Assistance Contract Award from Career Education Program for 9/1/76 to 8/31/77:

$21,975

Contract Award No. 300760284

Participating Institutions: California State University, Los Angeles

MAJOR OBJECTIVES:

The City Building/Career Education project is attempting to determine whether faculty using an interdisciplinary approach and the City Building's educational core-focus can increase student awareness of the various career possibilities in the world of work. There will be two sets of objectives to be evaluated; First, to determine if faculty will employ the City Building/Career Education approach in developing course modules; second, to determine if the City Building/Career Education model enhances student awareness of urban career opportunities.

PROJECT ACTIVITIES:

The principal goal of the City Building/Career Education Program is to use the existing City **Building**/Career Educational Program as a vehicle for transmitting career education concepts. The project will be conducted in two phases: First, orienting a select group of university faculty to the City Building Educational Program's interdisciplinary techniques and related career implications and cooperatively planning course module(s) using this approach.

Second, using City Building/Career Education course modules as the core focus. At least one team of three faculty members would offer interdisciplinary modules to students utilizing the City Building/Career Education core program and the Community/Environment as a learning resource. A high degree of collaboration with students in setting course objectives will be encouraged.

In City Building Educational Programs the investigation of the past, present, and future environmental issues is the thread that allows students to make relationships among all subject matter areas. By providing a setting to apply decision-making/problem-solving skills about future issues, the stress changes from whether a solution is "right" or "wrong" to whether or not it works according to criteria established by the students.

The City Building Educational Program is interdisciplinary in that urban issues and problems raised concern many disciplines and require a range of skills to develop successful solutions. The role of each discipline in reaching solutions is arrived at by students' answers to questions generated by them and arising out of tangible experiences with the environment rather than an abstract theoretical point of view.

The students will work with faculty to examine existing career opportunities, training requirements and typical duties of various professions. They will develop job and training specifications, both paid and unpaid, for the future. Ultimately this approach should encourage both students and faculty to explore and invent more productive work roles and to solve problems based on the needs of the changing world.

EVALUATION:

In the evaluation of both types of objectives, a pre-test/post-test design will be used. Faculty will be tested at the beginning of the workshops and again at the end of the project. Students will also be tested at the beginning of the course (module) and again after they have completed it. The objectives are as follows:

1. Faculty Objectives:

Of the nine participating faculty members at least three will:

*develop interdisciplinary City Building/Career Education modules to be used in the spring quarter of 1977;
*increase the emphasis on student leadership in setting collaborative course objectives as compared to their previous approach;
*report a change in orientation to City Building;
*demonstrate an increase in their utilization of external learning resources as an integral part of the course;
*demonstrate increased knowledge of urban career opportunities and the entry level skills required for these careers.

2. Student Objectives:

A minimum of 20 students will have participated in interdisciplinary City Building/Career Education modules developed by the faculty by the end of the spring quarter 1977.

Sixty percent of the participating students will report:

*a change in their orientation to City Building/planning.
*demonstrate an increase in participating in setting collaborative course objectives and assuming leadership for their own education.
*demonstrate greater knowledge of external learning resources and will have directly exposed themselves to three such resources.
*demonstrate greater knowledge of career opportunities, training requirements, typical duties of various professions concerned with the urban environment.
*will be able to write job and training specifications for careers of the future.

COMMUNICATION:

Final Report Form: Written report comprising interviews and excerpts from attendees' experience reports; interviews with peripheral university personnel, i.e. department heads, counseling department, students.

DEMOGRAPHIC INFORMATION:

Level/Groups Served:	University professors and administrators, undergraduate and graduate students
Type of Area Served:	County - Urban
Number of Persons Served:	35
Minority Groups Served:	17% Black, 17% Mexican American 17% Asian American
Income Distribution:	N/A
Special Populations:	N/A

Project: Alma College Career Preparation Program
Alma, Michigan

Project Director: Dr. Daniel W. Behring
Advising, Counseling, and Career Development
Alma College
614 W. Superior Avenue
Alma, MI 48801
(517) 463-2141 EXT. 345

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$47,951

Contract Award No. 300760290

Participating Institutions: Alma College

MAJOR OBJECTIVES:

Most colleges have offered some form of career services for many years. However, a comprehensive and integrated approach must be developed if colleges are to meet goals of personal satisfaction, develop awareness of the interdependence between work roles and total development and establish skills within students that result in satisfactory employment. During the next four and one-half years Alma College will initiate and evaluate various approaches to more effectively integrate career education into the undergraduate program.

The creation of a successful career preparation process within the liberal arts curriculum is the overriding objective of this program. Specific objectives for students and faculty for the entire program are described below. Those objectives marked with an asterisk will be evaluated during the contract period as being most directly related to the funded practicum program.

Students:
1. Improve awareness of personal academic and vocational abilities, values, interests, strengths and weaknesses.
2. Develop skills in communication and interpersonal relationships.
3. Gain knowledge of career alternatives and realistic expectations about the character of the world of work.
*4. Exhibit initiative in job exploration and selection.
*5. Obtain practical experience.
*6. Become aware of how personal skills and characteristics may be applied to various job opportunities.
7. Develop skills in resume preparation, letter writing, and interview techniques.
8. Demonstrate the ability to clearly state objectives and plan goal-directed course programs.
*9. Develop entry-level work skills in at least one work role.
10. Obtain suitable employment at rates higher than students at comparable undergraduate institutions.
11. Achieve an education that permits them to move through various work roles.

Faculty:
*1. Gain greater knowledge concerning application of their disciplines.
2. Develop ability to assist students in evaluation of skills and personal characteristics.
3. Emphasize task effectiveness applicable to various work roles.
*4. Establish working relationships with colleagues in industry, government, private enterprise, professions and other sources of potential employment for students.
*5. Obtain information and ideas from the world of work that will help to develop useful and intellectually challenging additions to course programs.
*6. Increase their utilization of classroom consultants from the world of work.
7. Increase their ability to help students design individualized programs of study that are career oriented and academically rigorous.
8. Increase their attention to the applicability of their discipline to work or social issues.
9. Receive increased request from the work community to advise on social, industrial and research issues.
10. Develop and support departmental career information centers.

11. Encourage alumni to help students in career planning.

PROJECT ACTIVITIES.

During August of 1976, thirty volunteer faculty members will participate in a 5-day workshop designed to acquaint them with the issues, theory, and tools of career planning. They will also be introduced to the activities in which the students will participate and will engage in activities designed to help them arrange practicum placements. During the last two days of the workshop, each faculty member will arrange for time at a job site working with a practicing professional.

In October of 1976 a pilot group of 49 students will participate in an advanced career exploration workshop followed by a communication workshop in November. A practicum planning workshop will be held in January of 1977, and practicums will be arranged through phone calls and visits during February of 1977. Practicums will occur during the spring term 1977. Faculty visits to potential practicum sites will occur periodically during the year as well as visits to sites where students are working.

Faculty members working with the Practicum Coordinator will arrange four career seminars and eight "Alumnus of the Month" programs. These programs will be designed to show students and faculty alternative career choices and bring current occupational information to the campus. The topics for the twelve programs will be chosen from the results of an assessment of needs of the senior class.

EVALUATION:

Evaluation of specific goals and detailed baseline data will be developed for all participating students and faculty. The nature of such data is currently being defined by the Coordinator of Research for the total program. As a total program we are interested in what personal characteristics, skills and interests interact with our activities to result in the development of successful career planning and decision making. We will also review changes in faculty attitude toward career planning and the development of behaviors that indicate an integration of career knowledge into their advising and teaching.

During the duration of the one year contract with the Office of Education, objectives for the practicum program will be evaluated utilizing a pilot group of 49 students who are enrolled in the total Career Preparation Program. Baseline data are currently being gathered by student response to behavioral items designed to measure current level of outcome goal activities. This same survey of behavior will be administered during the month of July 1977 and pre- and post- experience results compared. All other students who arrange practicums will also be administered the survey pre- and post-experience. Thus the anticipated group of 130 persons being served during the year will be evaluated. An appropriate behavioral assessment will be made of faculty activity that directly relates to the outcome goals both pre and post the 1976-77 academic year.

As all activities of the program are voluntary for students, a very gross measurement of success of the program will be student participation in the activities leading to practicum placement during the course of the academic year. In addition, a measure will be made of student ability to 1) list interests, values and skills that are directly applicable to career alternatives; 2) define at least 5 possible career alternatives; and 3) list entry skills obtained during the practicum.

Self assessment of all practicums will be made by the student. Learning objectives will be set prior to the experiences, a daily log will be kept and a written assessment required at the termination of the practicum.

COMMUNICATION:

A practicum catalog will be developed that will list practicum sites developed by Alma College. The catalog will contain a description of practicum duties, skills needed to enter and skills developed during the practicum. A section will be devoted to courses that are directly applicable, interests and personal characteristics desirable. A list of occupations related to the practicum experiences will also be included in the catalog.

Sixty five schools have already inquired about Alma's programs. Periodic newsletters and an annual evaluation report will be sent to these schools. It is also expected that findings will be published in professional journals and programs conducted at national conventions.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	College age students/teachers/ Business and industry	
Type of Area Served:	Small town, suburban, urban	
Number of Persons Served:	14:	30
	15:	70
	16:	20
Minority Groups Served:	Black: 2%; Spanish Surname: 5%	
Income Distribution:	Under $5,000:	1.5%
	$5,000-$9,999:	12%
	$10,000-$14,999:	27%
	$15,000-$15,999:	26.5%
	$20,000 or more:	33%
Special Populations:	Gifted and Talented:	3%

Project: Home-based Career Education - Preschool Level
Salt Lake City, Utah

Project Director:	Dr. Garth L. Mangum Salt Lake Center Olympus Research Centers 1670 East 1300 South Salt Lake City, UT 84105 (801) 583-5300	Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77: $99,986 Contract Award No. 300760279
Participating Institutions:	Salt Lake City Schools	

MAJOR OBJECTIVES:

1. Written and audio-visual materials will be developed to enable public school teachers to instruct parents in techniques of providing career education in the home.
2. A pilot series of workshops will be conducted in which public school teachers supported by project staff will be trained in the use of the materials and techniques.
3. Parents from the pilot group will use the techniques in their homes with their children.
4. Career education progress of parents and children will be tested.
5. Materials will be modified and given national distribution.

PROJECT ACTIVITIES:

A literature search will be undertaken to assemble available knowledge concerning parental influence on the work values, and career development of their children and methods for making that influence more positive.

The manuscript of a concept book will be prepared which will bring together career education and parent effectiveness concepts encompassing the parent-child relationship from birth to adulthood.

An instructor's manual and a parent handbook will be prepared giving specific instructions, techniques and examples for the instruction of parents and their practice of home-based career education for pre-school children.

A film will be prepared with script derived from the concept book portraying the key role of parental influence in career development and offering some do's and don'ts.

Three film strips will be prepared to instruct teachers and three for them to use to instruct parents paralleling and supporting the manual and handbook.

Using these draft materials, a small cadre of volunteer classroom teachers will be trained and a representative group of volunteer parents will be selected for a pilot workshop.

EVALUATION:

Teachers, parents and their children will be pretested and changes in their knowledge and attitudes as a result of the workshop and its aftermath will be tested.

COMMUNICATION:

The materials will be modified based on the experience and the evaluation. A national dissemination plan will be developed to make the materials generally known and available. Articles will be written for appropriate journals. A commercial publisher, Olympus Publishing Company, will produce, advertise and market the materials.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served: Parents, pre-school children

Type of Area Served: Urban

Number of Persons Served:

Pilot Workshop
  15 parents, 30 children
Aftermath:
  Salt Lake City District of 27,000 students and their families
Nationally -- Massive numbers depending on response

Minority Groups Served:

Black	2%
Native American	10%
Asian-American	2%
Spanish-American	11%

Income Distribution:

Under $5,000	15%
$5,000 - $9,999	40%
$10,000 - $14,999	30%
$15,000 - $19,999	10%
$20,000 or more	5%

Special Populations:

Handicapped	5%

Project: Career Education for Non-Traditional Students
Annandale, Virginia

Project
Director:

Dr. Stephen Forrer
Extended Learning Institute
Northern Virginia Community College
8333 Little River Turnpike
Annandale, VA 22003
(703) 323-3368

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$80,000

Contract Award No.
300760278

Participating
Institutions: Northern Virginia Community College

MAJOR OBJECTIVES:

1. To demonstrate through strategies, methods, techniques and materials how a two-year community college can provide career education skills programs directly to the adult, non-traditional student using:

   a. Instructional programs (both classroom-based and self-instructional) to include:

      1) Courses offered for academic credit.
      2) Non-credit courses.

   b. The materials as an adjunct to career counseling services (both individual and group).

2. To demonstrate how career education skills programs for adult, non-traditional students can be coordinated by the community college, but programmatically located within alternative community-based delivery systems to include: Manpower development programs (i.e., CETA); public library; community counseling agencies; business; and correctional agencies.

3. To demonstrate, through summative evaluation, the effectiveness of the CENTS I materials, as developed during 1975-76, as used in the different settings and with the different strategies presented in Objectives 1 and 2 above.

PROJECT ACTIVITIES:

This proposal is based in part on the CENTS I Project (Career Education for Non-Traditional Students) funded by USOE during 1975-76. The CENTS I Project designed and developed print-based career education materials for the adult segment of society. These self-instructional materials include skills training in self-appraisal, learning about the world of work, decision making, obtaining education and training, and making transition from education to work and from work to education.

The project is also based on the assumption that the career education concept has developed a level of sophistication requiring the specification of programs to address various educational subgroups. This proposal identifies the adult--the lifelong, non-traditional learner--as a target group that clearly is in need of the career education and which represents a significant segment of the population.

The setting for this project is the Extended Learning Institute of Northern Virginia Community College. This unit of the College has, as its major objective, the provision of educational services to the adult student in the college and community. It represents, therefore, a logical and effective setting for a project providing career education for adults.

The Institute takes an active role in the community through various outreach programs and direct coordination with community agencies. It is a basic programmatic assumption of this proposal that those adults to be served by this project may not necessarily be formally associated with the community college system in Northern Virginia. If, in fact, career education is to represent the linkage between "school to work" and "work to school," the community-based adult is one that is programmatically vital to reach.

This project, therefore, will demonstrate strategies and methods effective in providing career education programs for the community-based adult.

EVALUATION:

The following education objectives are proposed in assessing the success of the project:

1. After using the Project CENTS instructional materials in a setting and time of their own choosing, students will show a mean gain from pretest to post-test scores in self-assessment, understanding work, understanding education and training options, decision-making skills and transition skills will be higher for program students than for non-program students by a statistically significant amount (.05 level).
2. After using the Project CENTS program in either of two institutional settings (an on-campus course or through a guidance department), students will show mean gain from pretest or post-test scores in self-assessment, understanding work, understanding education and training options, decision making skills and transition skills will be higher for program students than for non-program students by a statistically significant amount (.05 level).
3. After using Project CENTS program in any of the selected community settings, students will show a mean gain from pretest to post-test scores in self-assessment, understanding work, understanding education and training options, decision-making skills and transition skills will be higher for program students than for non-program students by a statistically significant amount (.05 level).
4. Community college guidance guidance staff members will make the Project CENTS program available to community college students through their office and will facilitate student completion of the program.
5. Seventy-five percent of a group of community college teaching and guidance staff members and community organization staff members from Virginia and contiguous states will be knowledgeable about the Project CENTS program and will respond favorably to the program concepts, activities, and organization.

COMMUNICATION:

During the project year, five newsletters will be distributed to those currently on the CENTS mailing list, as well as other interested parties. In addition, presentations will be made at professional meetings and to interested parties as limits permit. An abstract of the final report will be made available to all Project Directors, State Coordinators and others upon request at the cost of printing and postage.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Adults/Continuing Education		
Type of Area Served:	Urban, Suburban, Small Town		
Number of Persons Served:	Adults: 21,439 FTE Students		
Minority Groups Served:	Black:	1,386	6.5%
	Oriental:	278	1.3%
	Spanish Surname:	263	1.2%
	American Indian:	46	.2%
Income Distribution:	0 - 2,999	1%	
	3,000- 5,999	2%	
	6,000- 7,499	3%	
	7,500- 8,999	6%	
	9,000-11,999	14%	
	12,000-14,999	15%	
	15,000-17,999	14%	
	18,000-over	45%	
		------ 100%	
Special Populations:	Non-Traditional Student Adults over 30 - 49%		

PROFILES OF PROJECTS IN CATEGORY 3

Special Segments of the Population: Handicapped, Gifted and Talented, Minority and Low-Income Youth, and for Reduction of Sex Stereotyping in Career Choices

Project: Living Skills Center for the Visually Handicapped
Daly, California

Project
Director: Dr. Philip H. Hatlen
Professor of Special Education
Department of Special Education
San Francisco State University
1600 Holloway Avenue
Daly, CA 94132
(415) 469-1272

Assistance Contract Award
from Career Education
Program for 7/1/76 to
6/30/77:

$138,637

Contract Award No.
300760287

Participating
Institutions: Contra Costa County Superintendent of Schools Office
California State Department of Vocational
Rehabilitation Center for Independent Living
San Francisco Lighthouse for the Blind
All school districts in the Greater Bay Area

MAJOR OBJECTIVES:

1. Visually handicapped post-secondary young adults will learn independent living skills and will participate in career education activities which will assist them in choosing their own life styles, and places of residence, their leisure time activities, and their occupations.

2. Teachers of visually handicapped children, grades K through 12, from four selected school districts will add career education and instruction in living skills as high priority areas to their curriculum.

PROJECT ACTIVITIES:

In California alone, approximately 200 blind students graduate from high school each year. Some of these graduates continue their education at the college level, some obtain employment, and some are placed in extended work evaluation programs. The majority of these young people however, continue to live at home with no definite future plans.

Several years ago, a group of professional workers for the blind began sharing their concerns for the status of blind high school graduates. Both public high schools and residental schools for the blind were graduating students who had performed well in academic subjects. The future appeared promising for them - many had achieved at a level comparable to their sighted peers. Why, then, were so many of them continuing to live at home? Why were they not employed, or even searching for employment? Why were they not moving out, confidently and independently, beginning lives of their own?

The answers to these questions are complex, but one factor soon became apparent. The stress on academics in schools geared to the sighted had resulted in little or no preparation in independent living skills. The problems encountered in acquiring basic living skills are unique for the congenitally blind. They have no opportunities to visually observe the countless skills and tasks performed by parents, siblings, and sighted peers which are far removed from traditional academic learning. Many have never cooked a meal, vacuumed a rug, shopped for groceries, or balanced a checkbook, and are in many ways unprepared for independent life in the community.

The project will be residential, and will operate 12 months a year. There will be no classrooms since instruction in independent living skills is best offered individually and in the learner's own apartment and the community.

One of the unique features of this project will be that its physical facility closely replicates independent living in the community. It will not be a school or institutional setting, nor will it operate on the basis of classes or school periods.

The instructional staff will consist of five teachers and three teacher assistants. Two teachers will be specialists in orientation and mobility, two will be living skills teachers, and one will be a vocational specialist.

The Living Skills Center for the Visually Handicapped will continue to offer instruction to visually handicapped young adults in the areas of career education and development of independent living skills. For 1976-77 the specific major activities will be:

1. Provide instruction to 40 visually handicapped young adults with a target of 30 who will be living independently at the conclusion of the project.
2. Provide instruction in career education and vocational readiness so that 15 of the 40 participants will be placed in productive employment by the end of the project year.
3. Serve as a national model in career education for the visually handicapped and demonstrate the replicability of the center by:
   a. Determining the characteristics of young adults needing such a service.
   b. Recommending the number of centers needed.
   c. Developing specific information on financial costs for replication.
   d. Providing specific information on recommended service delivery systems.
   e. Describing recommended qualifications for staff.
   f. Providing written curriculum materials.
   g. Developing suggestions for the business, labor, industry community for assisting in the career education of visually handicapped persons.

In addressing the second objective , the Living Skills Center for the Visually Handicapped will provide instruction in career education and in living skills to teachers, students, and parents in four selected school districts. This will be accomplished by:

a. Providing one teacher one day per week for 24 weeks to each school district.
b. Providing direct instruction for at least 15 teachers of the visually handicapped in ways to incorporate the teaching of career education and living skills to students in their programs.
c. Providing direct instruction to at least 50 visually handicapped students, grades K-12, in career education and living skills.
d. Providing workshops and in-home instruction for parents of these students.
e. Providing written sequential curriculum materials to these instructors and parents.

EVALUATION:

Behavioral-based evaluation instruments have been developed for the activities listed. For Career Education, work has been completed on a measurable hierarchy of career awareness, selection, training, and placement. These instruments will be administered on a pre- and post-test basis. Weekly progress reports on all participants will be provided by the staff.

The project co-director, a professor of Special Education at San Francisco State University, will be the evaluator.

COMMUNICATIONS:

Publications:

1. Beyond TV Dinners: A Three Level Recipe Book for Visually Handicapped Cooks.

2. Suggestions for Evaluation of Living Skills and Mobility for the Visually Handicapped.

3. Living Skills Center for the Visually Handicapped: Some Curriculum Suggestions.

Presentations:

October 29, 30, 1976
Topic: "Living Skills and Career Education for the Visually Handicapped'
Speaker: Philip Hatlen
Location: Winnipeg, Canada
Audience: Blind persons, teachers, rehabilitation workers, business/industry representatives

November 7, 1976
Topic: "Career Education Needs of Visually Handicapped Children"
Speaker: Philip Hatlen
Location: Albuquerque, New Mexico
Audience: Teachers, administrators, and parents

November 15, 16, 1976
Topic: "Career Education for the Visually Handicapped"
Speaker: Philip Hatlen
Location: Vancouver, Canada
Audience: Teachers, administrators, parents

April 15, 1977
Topic: "Career Education for the Visually Handicapped"
Speakers: Staff of the Living Skills Center for the Visually Handicapped
Location: Atlanta, Georgia
Audience: International Conference of Council for Exceptional Children

DEMOGRAPHIC INFORMATION:

Levels/Groups Served: Students K-12, Adults
Type of Areas Served: All
Number of Persons Served: 90
Minority groups Served: Black 10%
Mexican American 15%
Oriental 5%
Special Populations: Handicapped 100%
Income Distribution: 50% under $5,000/year, others unknown

Project: Career Education for Handicapped Students
Castleton-On-Hudson, New York

Project Director:	Walter Gobel Coordinator, Career Education Rensselaer - Columbia BOCES 1550 Schuurman Road Castleton-On-Hudson, NY 12033 (518) 447-8771	Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77: $60,000 Contract Award No. 300760283

Participating Institutions:
Rensselaer-Columbia BOCES
Parents of Handicapped Children
Local Organizations for Business People
Local Businesses and Industries

MAJOR OBJECTIVES:

1. Educable mentally handicapped students, ages 13-21, will show increased achievement in math and reading as a result of career education-infused classroom activities.

2. Educable mentally handicapped students, and physically handicapped students, ages 16-21, who are involved in pre-vocational field training, will demonstrate a) an increased awareness of the relationship between school and work, b) a desire to work, c) an awareness of the kinds of work they are desirous and capable of performing.

3. Educable mentally handicapped students, and physically handicapped students, ages 5-21, will show affective growth as a result of career education-infused activities.

4. Trainable mentally handicapped students, ages 5-21, will show growth, from dependence toward independence, in self-help skills, social skills, and career skills, as specified in the teacher-developed skills continuum.

5. Parents involved in the Parental Partnership in Education of the Handicapped Program will show increased involvement in the education and careers of their children.

6. Handicapped children and "normal" children involved in the component school program, "Project Interplay," will show an increase in social interaction (optional).

PROJECT ACTIVITIES:

Activities have been divided into six core group tasks, each of which is designed to achieve a specific learner outcome.

Core Group 1 (Objective #3): Here, the core group tasks are designed to carry over specific curricular activities produced during this past year. All career education activities that have been infused into the classroom will be revised, and organized into a career education resource book for further use during the 1976-77 school year. All teachers will then evaluate the activities for appropriateness and effectiveness.

Core Group 2 (Objective #3): In cooperation with representatives of business and industry, teachers of educable mentally handicapped and physically handicapped students, ages 13-21, will compose a continuum of work-related competencies for classroom use, including those social and career skills which reflect the necessary positive attitudes toward work expected by employers prior to hiring.

Core Group 3 (Objective #2): The pre-vocational field training group will be composed of teachers of older educable mentally handicapped and physically handicapped students, and will include representatives of business and industry. The tasks of this group will be to plan sites, times, locations, and the composition of pre-vocational field training experiences for the second semester of the 1976-77 school year.

Core Group 4 (Objective #6): This group will deal with "Project Interplay," a year round program of multiple activities to be held in an elementary school and designed to increase the sociological interaction between handicapped and "normal" children. Personnel in this core group will be the building principal, the guidance counselor, teachers of handicapped children (who have already been trained in career education techniques) whose classes are in the building, and teachers of "normal" children within the building, whose students are within the same age bracket as the BOCES classes.

Core Group 5 (Objective #4): This group will be composed of teachers of the trainable mentally handicapped, the Association for Retarded Children (ARC) sheltered workshop personnel, and personnel from the Office of Vocational Rehabilitation. These participants will develop a continuum of specific skills divided into three categories - 1) self-help skills, 2) social skills, and 3) career skills. We seek here to deal especially with those borderline trainable students, whose capacities are such that, with focused training, they may ultimately become as fully deinstitutionalized as possible.

Core Group 6 (Objective #5): This group will involve parents, teachers, and program administrators of the handicapped. Two multi-session programs will occur, leading to specific activities and areas of responsibility designed to increase not just parental involvement in the education of their handicapped children, but an actual partnership with local educators.

EVALUATION:

Objective 1:
Data Collection Instrument: Peabody Individual Achievement Test.
Evaluation Design: Pre Test, Post Test
Data Analysis: For the purpose of data analysis, standard scores will be computed from national norms based on age. This will automatically take into account normally expected growth for the given age and achievement level of each student. A T test will compare pre-test scores with post-test scores. Age and grade equivilance scores will also be computed. These will not figure in the formal data analysis however.

Objective 2:
Data Collection Instrument: Affective Assessment Questionnaire for Career Education.
Evaluation Design: Educable Mentally Handicapped students involved in pre-vocational field training and an equal number of students from the same classes who are not participating in this training will be administered pre-test and post-test.
Data Analysis: Pre-test scores of pre-vocational field training students will be compared with the control group to determine equivalance of groups by use of the T test. Post-test scores of the field training group will be compared with post-test scores of the control group by analysis of covariance, with pretest scores as the covariate.

Objective 3:
Data Collection Instrument: Piers-Harris Children's Self Concept Scale
Evaluation Design: Pre-test, post-test
Data Analysis: The manual for this test states, "It has not so far been demonstrated that consistent differences between grade levels can be expected on the Piers-Harris Scale." This suggests that self concept is resistant to change due to maturation. Therefore, accounting for "expected growth" is not a factor in this design. Pre-test scores will be compared with post-test scores by use of a T test.

Objective 4:
Data Collection Instruments: Vineland Social Maturity Scale and Skills Checklist
Evaluation Design: Vineland - pretest, post-test with random sample of 10 to 20 students; Skills Checklist - bimonthly administration starting September 1976 to to all TMH students.
Data Analysis: Vineland scores will be computed for Social Age and Social Quotient. The Social Quotient automatically takes into account expected growth so it will be used to compare pre-test with post-test scores by use of a T test. Pattern of skill growth from the Skills Checklist will be reported in tabular and graphic forms. Correlations (Pearson r) between the Skills Checklist and both social age and Social Quotient will provide one measure of validation for the checklist.

Objective 5:
(Because this objective has been somewhat altered, the evaluation design has yet to be precisely drawn.)

Data Collection Technique: Sociometric analysis of patterns of playground and lunchroom interactions. (locally developed.)
Each handicapped student in the evaluation sample will be observed in lunchroom and/or playground situations where interaction with "normal" students is possible. The following data will be recorded - number of positive and number of negative interactions with a) other handicapped children from same class, b) other handicapped children from other classes and c) "normal" children. "Normal" children in the sample will be observed for a number of positive and negative interactions with a) other "normal" children from the same class, b) "normal" children from other classes and c) handicapped children.
Evaluation Design: Pre-observation, mid-year observation, and post-observation for random sample of 10 handicapped and 10 "normal" children, in situations (lunchroom, playground, etc.) where interaction is possible.

COMMUNICATION:

Initial communications efforts will consist of workshops, community presentations, and releases to the media to create a climate where the philosophies and goals of career education for the handicapped would gain wide understanding and acceptance. The second phase will involve the distribution of products and descriptions of processes to regional chief school officers, who meet monthly with the BOCES District Superintendent. The third phase involves the reporting of concrete program results to others involved in the development of career education and/or handicapped programs through such agencies as USOE, the State Education Department, and the Regional Planning Center. The fourth phase will make available revised, evaluated, and validated processes and materials to other local educational agencies, at both state and national levels.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Educable Mentally Handicapped, Physically Handicapped Students, ages 5-21; Parents; Local Businesses.	
Type of Area Served:	Rural; Small Town	
Approximate number of Persons Served:	Students ages 5-7	70
	Students ages 8-10	70
	Students ages 11-13	70
	Students ages 14-21	25
	Teachers	17
	Support Staff (e.g. training specialist, social worker, speech therapist)	7
	Parents	60
	Businesses	20
Minority Groups Served:	Black	2%
	Puerto Rican	2%
	Spanish Surname	4%
Income Distribution:	Under $5,000	20%
	$5,000 - $9,999	50%
	$10,000 - $14,999	20%
	$15,000 - $19,999	8%
	$20,000 or more	2%
Special Populations:	Handicapped	100%

Project: Individualizing Career Education for the Handicapped
Through Competency-Based Learning Modules
Arlington, Virginia

Project Director:
Mr. Royce Radeline
Assistant Director
Arlington Career Center
816 S. Walter Reed Drive
Arlington, VA 22204
(703) 979-6220

Assistance Contract Award for Career Education Program for 8/9/76 to 8/9/77:

$56,471

Contract Award No.
300760423

Participating Institutions: Arlington Public Schools: Career Education Center and Arlington Secondary Schools

MAJOR OBJECTIVES:

I. With reference to the secondary handicapped student population in the Arlington Public Schools, the APS secondary special education staff and supporting personnel will develop:

1. An awareness of and an increased level of interest in career education for the handicapped.

2. Skills in the development and use of individualized competency-based learning modules for implementation in classrooms and skills centers.

II. Parents of handicapped students, as well as local employers, will develop a knowledge of the wide range of skill training and employment opportunities available to the secondary school aged handicapped population.

PROJECT ACTIVITIES:

Activities to carry out the major objectives will include:

1. Project Director and Project Coordinators will gather, evaluate and catalogue relevant career education materials as to its applicability and adaptablility to the handicapped population and will also prepare an annotated bibilography and catalogue of appropriate career education materials for the handicapped.

2. Staff members in six designated career fields at the Arlington Career Center, along with special education teachers from the Student Resources Centers for the Handicapped in three senior high schools, will develop model(s) for preparing competency-based individualized learning packages in six cluster areas: Health Occupations, Reprographics, Construction Trades, Horticulture, Food Services, and Business Occupations.

3. Project Coordinators and designated career center teaching staff will perform task analysis on each of the above six areas.

4. Bi-weekly meetings will be held by Project Coordinators with designated Career Center staff and Special Education Student Resources Center teachers for the purpose of securing their input into the preparation of competency-based learning packages, as well as to give them opportunities to increase their knowledge in career education for the handicapped.

5. Meetings will be held four times during the school year 1976-77 with parents of handicapped secondary students to keep them informed of the progress of the project and to seek their assistance in gaining wider community acceptance and support of the project objectives.

6. Handicapped students will participate in field trips twice in the school year 1976-77 to gain first hand information about the vocational areas closely allied with the six selected career fields.

7. Project participants will prepare thirty competency-based learning modules representing the six career fields.

8. Project personnel will pilot test the individualized competency-based learning packages with handicapped persons in classrooms, at the skill centers, and where possible, Student Resource Centers.

9. Local employers will be involved periodically throughout the process in developing the learning packages for comments, criticisms, and adaptations to their situations.

EVALUATION:

Objective I:

1. In conjunction with outside evaluator, Policy Studies in Education, a pre-and a post-test will be developed by Project Coordinators and given to secondary Arlington County public schools, secondary Special Education staff and Career Center staff to determine whether or not there was a growth in their knowledge of, their attitudes toward, and their interest in career education for the handicapped.

The pre-test will be given in October, 1976. The same instrument will be administered as a post-test to the same group of teachers in May, 1977.

During October and November, 1976, each secondary special education teacher assigned to Student Resource Centers will observe in each of the six target skill areas at the Career Center. Project Coordinators will design observation sheets for each teacher to record observations and subjective evaluations of the academic components of each skill class visited, as well as applicability for the handicapped.

A log will be maintained by the Project Coordinators of the number of Student Resource Center teacher observations. Maximum number of observations will be sixty.

2. As a result of regular meetings between Career Center staff and Student Resource Center staff, the skill teachers in the six target skill areas will complete terminal performance objectives and measured performance criteria for five employable tasks. Project Coordinators will maintain logs of meetings held and names of participants attending the sessions. Student Resource Center teachers will be observed by Project Coordinators and observation sheets will be maintained to ascertain quantity and quality of their input into the competency-based learning modules.

Objective II:

1. Project Coordinators will monitor and record parental involvement in the project through the following:

A. Parental attendance at four meetings during the tenure of the project;
B. Evaluative comments will be solicited from the parents regarding project components;
C. Parents will be invited to preview and evaluate the learning modules developed.

2. Employer involvement will be measured by attendance at Work Advisory Meetings, such logs to be maintained by Project Coordinators.

COMMUNICATION:

A model for developing the modules will be available in May 1977 for distribution to interested parties for the cost of materials and postage.

Project coordinators will present a discussion of the project and expected outcomes at the national meeting of the Association for Learning Disabilities in March 1977. They will also disseminate information and assistance to other localities through regional workshops presented by CEC, VACID and other concerned groups.

A final evaluation report and annotated bibliography of relevant career education material will also be available to state level special educators, career/technical educators and other interested persons. Date of availability will be August, 1977.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served;	Junior/Senior High Level Students, Parents, School Staff, Business and Labor Community	
Type of Area Served:	Suburban	
Number of Persons Served:	Directly:	50 Students 22 Staff 100 Parents
	Indirectly:	2000 Students 112 Staff
Special Populations:	Handicapped:	100%

Project: A Model Career Education Program in Science and Education for Gifted and Talented High School Students
Edgewater, Maryland

Project Director:
Dr. John H. Falk
Associate Director for Education
Chesapeake Bay Center for Environmental Studies
Smithsonian Institution
Route 4, Box 622
Edgewater, MD 21037
(301) 261-4190

Assistance Contract Award from Career Education Program for 8/1/76 to 7/31/77:

$14,952

Contract Award No. 300760281

Participating Institutions: Anne Arundel County, Maryland, Public Schools

MAJOR OBJECTIVES:

Provide gifted and talented high school juniors and seniors with career education experiences in the fields of education and science. In the process the students will:

1. Increase their knowledge of the subject of biology.
2. Extend their understanding of the world of work (specifically careers in science involving teaching.)
3. Develop an awareness of their own personal strengths and weaknesses in a work situation.

PROJECT ACTIVITIES:

In September 1976 ten high school juniors and seniors will be selected on a competitive basis. An intensive two day workshop will be held to familiarize the ten selected high school students with outdoor biology education. Emphasis during the workshop will be on the philosophy and materials of the OBIS (Outdoor Biology Instructional Strategies) project which the students will use throughout this program. Participants will also be exposed to a variety of teaching approaches and be given the tools with which to select those approaches and materials that are appropriate to the circumstances they encounter.

The implementation of the outdoor biology activities with elementary aged school children by the trained leaders will be accomplished by dividing the leaders into two teams. One team will work with children during school hours at their school or at an outdoor education camp. The other team will work with after school community groups in Anne Arundel County such as scouts, science clubs, etc. The teams will switch roles in the spring so they will have a month's experience with each type of group.

After each part of the teaching, the two teams will meet for a discussion session to share their experiences.

EVALUATION:

Objectives 1,2, and 3 will be evaluated using a written pre-test, post-test design instrument. The evaluation has three sections which correspond to the three objectives respectively.

An essay written by each of the high school student leaders at the conclusion of each part of their teaching experience will provide ancillary information for assessing objectives 2 and 3.

COMMUNICATION:

To implement this project many teachers and community group leaders will be informed of its existence so groups can be scheduled for the high school leaders to teach.

The results of this model career education project in outdoor biology teaching by gifted high school students will be submitted for publication in an appropriate journal and a summary report distributed to career education coordinators in all 50 states.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 students, teachers, parents
Type of Areas Served:	Rural, small town, suburban, urban.
Number of Persons Served:*	K-6: 2860 10-12: 10 Teachers: 30 Parents: 72
Minority Groups Served:	Black: 50%
Income Distribution:	Under $5,000: 25% $5,000-$9,999: 25% $10,000-$14,999: 20% $15,000-$19,000: 20% $20,000 or more: 10%
Special populations:	100% Gifted and Talented of the high school leaders; mean for a school population of remainder of students served.

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*The immediate target group is the 10, 11, and 12th grade students; the secondary target groups is the 2860 elementary students being taught by the high students and the 30 teachers and 72 parents observing the teaching.

Project: Public Service Administration Internship Program in Career Education for Gifted and Talented Students
Rockville, Maryland

Project Director:
Gerry Woofter, Intern Coordinator
Division of Career & Vocational Education
Department of Curriculum and Instruction
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
(301) 279-3000

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:
$37,242

Contract Award No.
300760286

Participating Institutions: Executive High School Internships of America

MAJOR OBJECTIVES:

1. Gifted and talented students will develop greater familiarity with career opportunities in the field of public service in which their special abilities may prove valuable to society.
2. Gifted and talented students will develop greater self-awareness of their own goals, abilities, interests and attitudes.
3. Gifted and talented students will demonstrate the development of good work habits necessary for effective employment in the field of public service.
4. Gifted and talented students will develop a more accurate understanding of the organizational environment in which the field of public service must operate and the jobs of executives and administrators who leadorganizations in that field.
5. The Montgomery County Public Schools will demonstrate effective career education linkages with world-of-work organizations and institutions in the community.

PROJECT ACTIVITIES:

For an entire term, participating high school students, selected countywide, will spend four full days a week as nonpaid special assistants-in-training to executives and managers of municipal agencies in Montgomery County and/or in federal agencies in the metropolitan area. Approximately ten students will be selected first semester and twenty-five second semester.

Weekly seminars bringing together the entire internship group will focus on career opportunities in public service and communication of management concepts through case studies of management problems. Interns will also participate in a career counseling component teaching procedures for self-assessment, organizing information, planning, clarifying work values, and making decisions in terms of situations encountered in the program. The students will keep daily logs documenting what they have learned in the program.

Returning to school periodically, the interns will feed back what they have learned into the high school curriculum by serving as teaching assistants in classes helping teachers develop curriculum, developing and even teaching some lessons, tutoring students, briefing the various departments, and organizing extracurricular activities related to the subject areas of their internships.

EVALUATION:

Objective 1: Attainment of this goal will be measured by observation of the intern/weekly seminar presentations and an end-of-term project presentation. The students' observations will be recorded on a seminar project check list and cross-checked for accuracy.

Objective 2: Achievement of this objective will be measured through the following pretest-posttest instruments:

a. Attitude Toward Work Section of the Student Attitude Survey of the Career Maturity Inventory.
b. The Self-Directed Search.

Excerpts from student logs relating to these variables will be used to supplement the data analysis presented in preliminary and final reports of findings.

Objective 3: Instruments and techniques:
The intern's achievement of this objective will be assessed by employers, who will record their evaluations on the Work Habits Profile.

Objective 4: Students' achievement of this objective will be assessed in several ways. One is through results of the Executive Myth Inventory pretest and post-test, comparing performance of participating students with that of a matched control group. Another is through observation of the intern's individual seminar presentations and end-of-term project presentations by intern coordinator, employer and career teacher-advisor as recorded on a Seminar-Project Check List.

Objective 5: Participating employers will fill out a questionnaire at the end of each school term and interviews will be conducted with a random sample of the participants.

COMMUNICATION:

Throughout the coming year Montgomery County Public Schools will, upon request, share materials about the internship program as the program is developed. Requests should be made to the internship coordinator.

DEMOGRAPHIC INFORMATION:

Students/Groups Served:	11-12 grade gifted and talented students, Executives in Public Schools	
Type of Area Served:	Suburban	
Number of Persons Served:	50 students; 35 executives in Public Service	
Minority Groups Served:	Black: approximately	12%
	Oriental: approximately	2%
	Spanish Surname: Approximately	2%
Income Distribution:	$15,000 - $19,000: Approximately	6%
	$20,000 -or more: Approximately	94%
Special Populations:	Gifted and Talented: 100%	

Project: Business Administration Internships Program
Eugene, Oregon

Project
Director:
James Holst
Career Education Specialist
Eugene School District
200 N. Monroe Street
Eugene, OR 97402
(503) 687-3471

Assistance Contract Award
from Career Education
Program for 7/1/76 to
6/30/77:

$39,237

Contract Award No.
300760292

Participating
Institutions: Eugene School District 4-J

MAJOR OBJECTIVES:

1. Gifted and talented students will develop greater familiarity with career opportunities in business, in which their special abilities may prove valuable.

2. Gifted and talented students will develop greater self-awareness regarding their own special goals, abilities, interests, and attitudes.

3. Gifted and talented students will demonstrate the development of good work habits necessary for effective employment in the field of business.

4. Gifted and talented students will develop a more accurate understanding of the organizational environment in which the field of business must operate and the jobs of executives and administrators who lead organizations in that field.

5. The Eugene Public Schools will develop more effective education linkages with the world of work organizations in the community.

6. The Eugene Public Schools will develop an approach to career education which fulfills the needs of the gifted and talented and which is articulated with the academic curriculum.

PROJECT ACTIVITIES:

The pre-implementation period will involve training a project coordinator, developing procedures for record keeping, developing program materials and identification of prospective interns and intern sponsors. An advisory committee from business and schools will be formed.

Prospective student interns will be identified, screened, trained in interview procedures, interviewed by employers, and then placed. A week long orientation will help prepare the new interns for their world-of-work placements and introduce the career counseling component.

Once the interns begin their placements, the project coordinator will monitor their progress through site visits to participating employers; a review of the student's daily written logs; and small group and individual counseling sessions with students.

Weekly seminars on principles of management and administration will be held, and the students will serve as teaching assistants to their faculty advisors at each of our four high schools to integrate their field experience with classroom instruction.

There will be two phases. The first phase, during the Fall Semester, will involve pilot placement of a small number of students, the development of a publicity campaign to interest more students and employers, and a formative evaluation to re-design the project as needed. The second phase will involve 25 students placed in internships.

EVALUATION:

An outside evaluation will be conducted through the University of Oregon.

Objective 1: This objective will be measured by observation of the student's end-of-term project seminar, section 2 of the Career Maturity Inventory, and interviews of the interns and coordinator. The Career Maturity Inventory will be administered pre and post, and also to a control group.

Objective 2: Achievement of this objective will be measured by sections 1 and 3, and the attitude section of the Career Maturity Inventory along with interviews of the interns, coordinator, and employers.

Objective 3: This will be assessed by employers who will record their evaluations on a Work Habits Profile (pre and post), by use of an end-of-term Inventory, and by interviews of interns and employers.

Objective 4: Student's achievement of this objective will be measured by use of the Executive Myth Inventory (pre and post), end-of-term Inventory, observations of the project seminar, and by interviews of interns, coordinator and employers.

Objective 5: This will be determined by an end-of-term Inventory completed by the employers, and by employer interviews.

Objective 6: This will be determined by the establishment of this program as part of the district's curriculum.

COMMUNICATION:

Information on the progress of the project will be supplied through local media, the Lane County Intermediate Education District and the Oregon State Department of Education. A newsletter will be mailed to parents, students, project employers, at least 50 school districts in Oregon.

A presentation will be made at the state meetings of business teachers and career education administrators.

A comprehensive final report covering program methodology, achievement results, Advisory Committee and third party evaluator reports will be available in August, 1977. It will be sent free to a number of school districts in Oregon and the State Career Education Dissemination Center. A limited number of reports will be available for the cost of postage and printing.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served: 11, 12
Type of Area: Urban
Number Served: 25 - 50

Minority Groups in the Eugene School District:

.55%	Native	.87%	Oriental
1.10%	Black	96.73%	White
.75%	Spanish		

Income Distribution:

19%	under $5,000
31%	$5,000 - $9,999
27%	$10,000 - $14,000
18%	$15,000 - $24,999
5%	$25,0000 - or more

Special Population: 100% Gifted and Talented.

Project: Center for Career Education in the Arts
East Greenwich, Rhode Island

Project
Director:
Karen Lee Carroll
Rhode Island State Council on the Arts
4365 Post Road
East Greenwich, RI 02818
(401) 884-6410

Assistance Contract Award from Career Education Program for 7/19/76 to 7/19/77:

$50,000

Contract Award No.
300760417

Participating
Institutions:
Providence Public Schools
Other school districts of northern and central Rhode Island

MAJOR OBJECTIVES:

1. To demonstrate the impact of career education in a training program for secondary students talented in the arts.

2. To produce materials relevant to the establishment and operation of such a program, and to make these materials available for dissemination.

PROJECT ACTIVITIES:

An alternative center will be established with the opening of the 1976-77 school year. Students will be recruited and auditioned with the cooperation of participating school districts. Students selected for enrollment will include sophmores, juniors, and seniors in high school.

The program will offer on a regular school day basis three hours of study with working artists. Within the program, students will receive training that is interdisciplinary but focused in one art form (visual art, dance, drama, music and writing). A major part of their program will be focused upon career education with a progressive sequence of experiences including exploratory workshops, career panels, field trips, and guest artists; in conjunction with the career education sequence, students will be counseled frequently by staff.

Specific objectives for students include developing self-knowledge, developing knowledge about actual work in the arts, and knowledge about the art world, and finally, the development of career decision-making.

Parents of participating students will be offered workshops and counseling in order to develop an understanding of their son/daughter's work in the arts and of the career decision-making process.

The program will operate the full academic year and students will receive credit for their work at the center. Throughout the year, materials will be available by request and for the cost of reproduction and mailing. These materials will be up-dated and developed with the project's growth.

EVALUATION:

1. A third party evaluation (pre and post test instruments) will be used to assess the rate and levels of student progress and the success of various approaches. A similiar pre and post test instrument will also be used to analyze the results of the parental support services. Staff will collect support data including participation of students and parents, the performance of students in the program, and observations of attitudinal changes.

2. Data will be kept regarding the dissemination of information.

COMMUNICATION:

1. Materials available include a program description and initially (fall 1976) the results from the first year's operation. At the conclusion of this grant year (summer 1977) further information will be available regarding program impact. In addition, a process package will be available as of fall 1976 that covers problems in the establishment and operation of such a program.

2. A representative of this project will attend the Houston Conference on Career Education. The project director will coordinate a presentation for the National Art Educators Association in April 1977 entitled The Arts and Career Education. The Center will sponsor Open Houses to inform local business and industry about the program.

3. Descriptive literature will be available fall 1976.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	10,11,12 grade students, parents	
Type of Area Served:	Urban, Suburban	
Number of Persons Served:	10 - 12: 75	
	Parents: 150	
Minority Groups Served:	Black: 10%	
	Other: 10%	
Income Distribution:	Under $5,000:	10%
	$5,000-$9,999:	30%
	$10,000-$14,999:	40%
	$15,000-$19,000:	10%
	$20,000 or more:	10%
Special Population:	Gifted and Talented: 100%	

Project: Development of an Exemplary Career Education Model for the Gifted and Talented
College Station, Texas

Project Directors:
Dr. Christopher Borman
Professor of Educational Psychology
Texas A & M University
Director, Center for Career Development and Occupational Preparation
Texas A & M University
College Station, TX 77843
(713) 845-2436

Dr. William R. Nash
Associate Professor of Educational Psychology
Texas A & M University
College Station, TX 77843
(713) 845-1831

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$60,000

Contract Award No.
300760282

Participating Institutions:
Center for Career Development and Occupational Preparation
College of Education
Texas A & M University
A & M Consolidated School District
College Station, Texas

MAJOR OBJECTIVES:

An exemplary model demonstrating effective methods of career education for gifted and talented high school seniors will be developed.

1. Fifteen to twenty gifted and talented high school students from A&M Consolidated Independent School district will participate in a Guidance Laboratory. Each student will isolate a career field that holds promise through self evaluation and investigation.

2. Participating students will next be placed in observer roles in specialized areas with professors at Texas A&M University. Students will either reaffirm interest in the chosen field or select a more desirable field, during this Mentorship Experience.

3. Finally, students will participate in an On-Site Working Internship situation. They will observe the life style, disposition and personal characteristics of a supervising person engaged in the career field of choice. Again, either doubts about or confirmation of the career field will be evident.

PROJECT ACTIVITIES:

During July through mid-Septemger of 1976, identification techniques to be used in the selection of gifted and talented participants will be chosen. Information packets will be prepared and distributed to potential participants and their parents. Participants will be selected.

During late-September through December of 1976, the Guidance Laboratory Experience will be conducted, enabling participants to isolate a career interest area. Career education games, simulations, resource speakers and occupational information will be utilized. Mentors in the identified career fields will be selected.

During January, February and March of 1976, the Mentorship Experience Lab will be conducted. Contacts with business-industry-labor will be made in the identified career fields and Working Internship Sites will be secured. Information packets will be prepared and distributed to the sites' supervisors.

During April, May and June of 1976, participants will begin the On-Site Working Internship Experience. Co-directors will visit internship sites and conference with sites' supervisors.

EVALUATION:

Objective 1: Parent-participant-school personnel quarterly evaluation forms will be distributed and retrieved. Bi-weekly in-house evaluation will insure effective counseling of participants by research associates. A profile of the individual participants will be prepared.

Objective 2: Weekly conferences with participants will determine reactions to the Mentorship Labs. Weekly conferences will also be conducted with Mentors. Mid-term evaluation will be conducted of the Mentorship Lab. Parent-participant-school personnel evaluation forms will be distributed and retrieved. A comparison of participants who strengthen their career fields will be made with those who do not do so.

Objective 3: Weekly conferences will be conducted with participants and the sites' supervisors. A questionnaire will be submitted to the Mentors and parents to gain their reactions. The third party evaluator will meet with project staff to evaluate the Career Education thrust of the program and to make recommendations.

COMMUNICATION:

Final reports will be prepared for the various agencies and institutions. A "Guide to Career Education for the Gifted and Talented" will be prepared to include all relevant information, enabling implementation of this model by other school districts.

DEMOGRAPHIC INFORMATION:

Level/Groups Served:	12th Grade Students
Type of Area Served:	Small Town
Number of Persons Served:	12th Grade Students: 15 to 20
Minority Groups Served:	Selection not yet made
Special Populations:	Gifted and Talented: 100%

Project: EPIC: Educational Preparation for Involvement in Careers

Louisville, Kentucky

Project Director:
Mrs. Barbara Preli
Career Education Office
Jefferson County Public Schools
Brown Education Center
675 River City Mall
Louisville, KY 40202
(502) 581-5630

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$150,000

Contract Award No.
300760274

Participating Institutions: Jefferson County Public Schools Community

MAJOR OBJECTIVES:

1. The students at appropriate grade levels will demonstrate an increase in: self awareness, basic academic/vocational skills, work values, knowledge about work, career decision making skills, work habits, work-seeking and getting skills, placement and means for continued education.
2. School staff will develop the necessary knowledge, skills and understandings to implement the career model, integrate career education as part of teaching/learning process, involve the community in classroom activities and participate in the management system.
3. The community will develop the knowledge and understanding to participate in the Career Education Program, indicate knowledge of the Career Education Program and provide feedback about the program.
4. The project staff will provide dissemination of the project's model, processes, materials and techniques on a local, regional and national basis.
5. The project staff will provide effective and efficient management of the Career Education Program through the use of an information based decision making model.

PROJECT ACTIVITIES:

The major activities of the Project include:

Model Implementation: Refinement of the model at three present schools and replication at three new schools will be achieved.

Staff Development: The staff training of 294 teachers to provide awareness, exploration, and preparation activities within the entire curriculum will be implemented.

Community Involvement: The opening of the community as a classroom will be accomplished by employing speakers, field trips, shadowing and internship experiences.

The parent and business/industry community will be employed as members of the advisory committee.

Evaluation and Program Management: A strong component of both process and product evaluation which emphasizes replicability and quality analyses of the program and learner objectives will be implemented.

Dissemination: An emphasis will be placed on sharing program information with others as well as serving as a demonstration model for observation and visitation.

EVALUATION:

There are two main components of evaluation, process and product.

Objective 1

Students will be pre and post tested on established learner outcomes K-12. Published tests will consist of SOS, Stanford Achievement, selected items from National Assessment, and locally developed curriculum embedded criterion-referenced tests.

Statistical analysis will include t-test on Pre/Post Test Results regression analysis, grade level comparisons, base line comparisons and established criterion.

Objective 2

Staff will be tested at the knowledge level of identified teacher competencies.

Teacher surveys, research observations and accomplishment reports will monitor the quantity and quality of application.

Objective 3

Community knowledge and understanding will be assessed by use of a survey and participation log developed by Jefferson County Department of Research.

Objective 4

Dissemination activities will be recorded in a monthly log and compiled by a monthly survey.

Objective 5

Management and process monitoring will be assessed by use of an information based management model evaluated quarterly to include: Observations and interviews of classroom teacher by an independent research associate and assessment of learner outcomes.

COMMUNICATION:

The Jefferson County Career Handbook will be available in September 1976 and will be mailed to any interested person for the cost of printing and postage.

A Regional Career Education Workshop, co-sponsored with the State Department of Education will be held in April.

Curriculum units will be available in January, upon request, and will be mailed for the cost of printing and postage.

A final evaluation report of the project will be distributed to all State Career Education Coordinators and other persons upon request.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students, Community	
Type of Area Served:	Urban	
Number of Persons Served:	Students K-5	1089
	6-8	2077
	10-12	2951
	Teachers	294
	Counselors	13
	Administrators	13
	Other Staff	3
	Parents	10,244
	Community	all
Minority Groups Served:	American Indian	8
	Black	40%
	Oriental	25
	White	59.5%
Income Distribution:	under $5,000	42.2%

	5,000-9,999	27.8%
	10,000-14,999	19%
	15,000-19,999	6%
	$20,000-or more	5%
Special Populations:	Handicapped	200
	Gifted and Talented	15%

Project: Career Education and the Transitional Bilingual Classroom
Worcester, Massachusetts

Project Director: Mrs. Catherine Hopkins
Coordinator of Career Education
Worcester Public Schools
31 Elizabeth Street
Worcester, MA 01605
(617)798-2521

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$26,850

Contract Award No.
300760272

Participating Institutions: Worcester Public Schools
Worcester Career Education Consortium

MAJOR OBJECTIVES:

1. To develop bicultural-bilingual career education curriculum materials that are relevant to Hispanic and Hellenic children in Transitional classrooms, using appropriate media.
2. To provide training for school personnel working with Transitional classroom students concerning bicultural-bilingual career education materials and methods.
3. To assist students assigned to Transitional classrooms in relating what is learned in school to what is present in the real world of work.
4. To provide students assigned to Transitional classrooms with experiences and activities which will enable them to increase knowledge of the world of work, decision making skills, self analysis skills, attitudes towards school, and academic achievement.

PROJECT ACTIVITIES:

During the summer of 1976, sixty hours of paid time will be provided for in service training for thirty-five bilingual teachers and aides. These persons will become versed in career education concepts and will plan and implement a process of infusing career education concepts into their instructional programs. (K-8)

Emphasis in the staff development component of this project will be to encourage staff to use community resources as an integral part of their instructional program. A major responsibility of the transitional classroom teacher will be to bring the school and community together.

Methods and materials (in native languages) will be used with the students of the transitional classroom, which will provide for increased knowledge and skills for career development. Learning centers, equipped with bilingual materials, will be established, October 1976, in each of the five elementary schools and two junior high schools having established transitional classrooms. Beginning in November 1976, students will be involved in the community through internships, shadow experiences and field trips.

EVALUATION:

1. Early in August 1976, teachers will be interviewed to examine the exact degree of sophistication each teacher has regarding the concept and objects of career education. Periodic assessment will be made of classroom activities and curriculum to measure degree of change in teacher strategies.
2. Instruments will be developed and assessed as to their culture-fair, bilingual validity and reliability.
3. Students will be pre-tested in September 1976, in their own language to determine the level of general career education knowledge and skills. A post-test will be conducted in May 1977, and statistical comparisons made.

COMMUNICATION:

During all in-service for staff and in selected classroom activities, video taping will be done with the intention of producing training and informational video films for dissemination.

Bilingual-Bicultural evaluation instruments for measurement of career education knowledge and skills will be available in July 1977 and will be mailed to any interested person or organization for the cost of materials and postage.

A final evaluation report of the project will be distributed free to all State Career Education Coordinators in August 1977 and to others upon request for the cost of printing and postage.

DEMOGRAPHIC INFORMATION:

Level/Groups Served: K-9 Students
Type of Area Served: Urban
Number of Persons Served: K-6: 373
7-9: 90
10-12: 14

Minority Groups Served: Hispanic: 73%
Greek: 27%

Income Distribution: Under $5,000: 100%
Special Populations: Handicapped: 3%
Gifted and Talented: 2%

Project: Rural Community Oriented Career Education
Yerington, Nevada

Project
Director:
Mrs. Evalina Picotte
Tribal Chairperson
Yerington Paiute Tribe
171 Campbell Lane
Yerington, NV 89447
(702) 463-3670

Assistance Contract Award
from Career Education
Program for 9/15/76 to
7/14/77:

$10,915

Contract Award No.
300760288

Participating
Institutions: Yerington Paiute Tribe

MAJOR OBJECTIVES:

To help high school students be more aware of career options and to provide them with information so they may make meaningful choices in career goals and related education programs. By June, 1977, 90% of all Indian students in Yerington will have received counseling and information on career options and related education programs.

PROJECT ACTIVITIES:

A half-time staff member will be hired (career education assistant) to organize and implement all career education activities.

A survey will be taken of all Indian high school students to determine their interests and what they like to do. The Career Education Assistant will be responsible for helping students relate interests to career choices.

A Career Day will be held which will bring together professionals in various fields, educators from various institutions, and students for the exchange of information. This day will allow students and their parents a very broad view of many career options.

Career Education Workshops will be held following Career Day. These workshops will be held in the evening in order to encourage working parents to attend. Each workshop will be conducted by a professional from one of ten different career fields. From the ten career education workshops packets will be developed on ten career options and related educational programs.

In this program Indian students will be taken on trips to urban areas where they will see different types of educational institutions.

EVALUATION:

Surveys of student interests will be made. Parents and students will evaluate Career Day and students and parents will evaluate each workshop. Pre-and post-surveys will be taken of all students going on trips. These will be related to earlier interest surveys taken. A qualified outside agency will evaluate the program.

COMMUNICATION:

The career education packets will be made available to the local schools and other tribal education programs as they are completed with all available by June 1977.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Grades 9-12 students and parents	
Type of Area Served:	Rural	
Number of Persons Served:	9-12 45	
	Parents 60	
Minority Groups Served:	American Indian	100%
Income Distribution:	Under $5000	21%
	5000 - 9999	43%
	10000 - 14999	26%
	15000 - 19999	10%
Special Populations:	Handicapped	2%
	Gifted and Talented	2%

Project: Career Education Demonstration Project for American Indian Children
Vermillion, South Dakota

Project Director:
Duane H. Mackey
School of Education
The University of South Dakota
Vermillion, SD 57069
(605) 677-5641

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$94,787

Contract Award No.
300760291

Participating Institutions:
Marty Indian School
Marty, South Dakota

MAJOR OBJECTIVES:

1. American Indian students, in grades K-12 at Marty Indian School, will acquire skills of self-awareness and increased knowledge of the variety of careers generally, and careers relative to the American Indian, specifically.

2. Career education concepts, activities, and materials will be infused into the Marty Indian School curriculum, grades K-12, for the following purposes:

    a. To emphasize the value of developing positive work habits among Indian students.

    b. To assist American Indian students in developing decision-making skills.

    c. To assist American Indian students in becoming more aware of themselves as American Indians, and as individuals relating to the world of work.

3. Career education materials will be designed to improve upon the career education practices, methods, techniques, and materials at the Marty Indian School in the areas of:

    a. Expanded development of career education materials, and especially materials that uniquely relate to American Indians.

    b. Expanded Career education activities among educators of the Marty Indian School Staff.

    c. Expanded Career education activities among the K-12 Indian student population at the Marty Indian School.

    d. Expanded dissemination of Career education materials among the Marty Indian School Staff.

PROJECT ACTIVITIES:

During the fall of 1976, the Project Staff will meet with Marty Indian School Administrators to design activities for the implementation of the Career education objectives for the 1976-77 school year. These meetings will specifically design in-service workshops for the entire Marty Indian School Staff. The design will then be implemented throughout the school year.

Career education units, and especially units relative to American Indians, will be developed, field-tested, and evaluated at the Marty Indian School for grade levels K-12.

The Project will disseminate Career education materials to the Marty Indian School Staff and Students. In addition, materials, will be shared with other schools serving Indian populations.

EVALUATION:

a. Career education materials will be evaluated by an Advisory Committee consisting of Project Staff, University Staff, and

Consultants. Materials will be field tested and evaluated by the Advisory Committee, students, Demonstration School Personnel, and members of the community.

b. A third party, external evaluation of the Project will be conducted.

c. The number of Career education materials developed and in actual use by May, 1977, will be documented.

COMMUNICATION:

a. Materials, that have been developed, field tested, and subsequently determined to be effective, will be disseminated to the Demonstration School (Marty Indian School), and to other schools serving American Indian populations.

b. Career Education materials will be displayed at the following sites:

August 16	Washington, D.C.
September 27-30	National Indian Education Association Conference in Albuquerque, New Mexico
October 21-23	South Dakota Indian Education Association Conference at Pierre, South Dakota
November 8-10	Houston, Texas

DEMOGRAPHIC INFORMATION:

Levels/Groups Served	K-12; Parents	
Type of Area Served:	Rural--Boarding School	
Number of Persons Served	K-8:	152
	9-12:	120
	Parents:	125+
Minority Groups Served:	American Indian:	100%
Income Distribution:	Under $5,000:	97%
	$5,000-9,999:	3%
Special Populations:	Gifted and Talented:	1%

Project: Opening the Doors
Princeton, New Jersey

Project Director:
Mr. Joel Geller
Cogent Associates
575 Ewing Street
Princeton, NJ 08540
(609) 921-1484

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:

$134,299

Contract Award No.
300760289

Participating Institutions: Berlin Township Educational Park, West Berlin, New Jersey

MAJOR OBJECTIVES:

"Project Opening The Door" will develop a multimedia curriculum to reduce sex-stereotyping in career choices for students in kindergarten first, second, and third grades. The objectives to be achieved by the curriculum are:

1. As a result of participation in Opening The Doors, students in grades K-3 will perceive more occupations as suitable for both males and females.
2. As a result of participation in Opening The Doors, students in grades K-3 will show an increase in expressed preference for sex-asynchronic occupations (i.e., girls will express a liking for more "masculine" occupations and boys will express a liking for more "feminine" occupations).

PROJECT ACTIVITIES:

During the 1976-77 year, in collaboration with Berlin Township Educational Park, Cogent Associates will develop two Opening The Doors Learning Units, one for grades K-1, one for grades 2-3. These Learning Units, to be developed in accordance with learner grade levels and readiness, will consist of:

1. Student Workbooks addressed to the sequential development and formulation of:
   a. awareness of self (e.g., activities to foster development of a repertoire of self-percepts as a foundation for more accurate and comprehensive self-concepts);
   b. introduction to the world of work (e.g., activities to introduce the concepts of work and play, the work environment, elementary concepts of American economics and to provide exposure to men and women performing a wide variety of work);
   c. awareness of individual responsibility (e.g., activities to help children develop the ability to control their own behavior and the concomitant sense of responsibility for behavior);
   d. development of decision making and classification skills (e.g., activities which foster the ability to understand and use the concepts of classification and grouping, of similarities and differences, of choosing among alternatives);
   e. development of socially cooperative behavior (e.g., activities to develop the skills to work cooperatively and effectively with others);
   f. development of positive work attitudes and values (e.g., activities which foster the exploration of attitudes towards work, which preserve positive work values and attitudes).
2. Teacher's Guides which include:
   a. an explanation of OTD learning objectives;
   b. goals and objectives of career education;

c. alternative strategies for implementing each activity consistent with student readiness, socio-economic background and interest;

d. suggestions for building on each activity;

e. listing of the hierarchy of skills development with a chart of learning task sequence;

f. specific field trip and in-class speaker activities.

3. Audiovisual Materials (e.g., slides and filmstrips) which provide non-sexist role modeling visuals depicting various emotions and kinds of work as appropriate to all people.

4. Teacher Community Resource Guide to help teachers:

   a. to identify local businesses and industries appropriate for on-site or in-class contact;

   b. to identify men and women performing "a typical" occupations;

   c. to obtain free materials from business and industry;

   d. to organize transportation for field activities;

   e. to conduct appropriate pre and post field trip activities.

5. Short Stories thematically addressed to an non-sexist exposure to work.

6. Simulation Games which provide "hands-on" involvement. individual and small group activities related to the Workbook's developmental objectives.

In addition to the two Learning Units, there will also be developed: a Teacher Workshop/Seminar training model and training manual; a Guidance and Administrative Personnel Seminar training model; a Parent Seminar training model; and statistically valid and reliable evaluation instruments.

EVALUATION:

The primary objectives of project "Opening The Doors" in year one relates to the development of materials and curriculum designed to achieve the overall objectives of changing sex linked occupational stereotypes of elementary students in grades K-3. Specifically, materials and curriculum address themselves to the following goals.

(1) Increased awareness of self.

(2) (a) Improved skills in distinguishing work, leisure and play activities.
    (b) Increased awareness of the interrelatedness of all work.

(3) Increased awareness of individual responsibilities for self activities.

(4) Acquisitions of rudiments of classification and decision-making skills.

(5) Learning socially cooperative behavior.

(6) Demonstration of more positive attitudes toward others and the work they do.

In year one of the project, evaluation of the effectiveness of the curriculum and the materials to achieve these goals will be made for each of the 6 variables under consideration using measuring instruments uniquely designed for this purpose. Measures will involve both students' scores and teachers' rating of behavioral objectives.

The evaluation design is a pre-post experiment to control group control for each of the variables under study. The statistical level of significance for testing a hypothesis has been set at the alpha = .05 level. For each variable, the appropriate statistical test will be used to examine program effectiveness. Where mean gain scores are examined, the t test will be used.

One experimental class and one control class will be selected at each of the 4 class levels K-3 from among participants to provide an appropriate number of experimental and control subjects at each grade level.

COMMUNICATION:

The materials listed under Project Activities will be available in June 1977.

During the 1976-77 year, general information packets describing the project's philosophy, learner outcome objectives, program methods and activities under development, and evaluation criteria and methodology will be disseminated to administrators, teachers, counselors and career education specialists concerned with elementary education on national and state levels.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-1,2,3 Students, Teachers, Counselors, Administrators	
Type of Area Served:	Small town	
Number of Persons Served:	K-3	425
	Teachers	15
	Counselors	1
	Administrators	1
Minority Groups Served:	Black	20%
	Puerto Rican	1%
	Spanish Surname	1%
Income Distribution:	Under $5,000	15%
	$5,000-$9,999	15%
	$10,000-$14,999	45%
	$15,000-$19,000	20%
	$20,000 or more	5%
Special Populations:	Handicapped:	5%
	Gifted and Talented:	5%

Project: "From Dreams to Reality - A Career Awareness Exploration Project"
New York, New York

Project Director:
Nancy Garfield
Project Director
Career Education Project
Program Department
Girl Scouts of the USA
830 Third Avenue
New York, NY 10022
(212)751-6900 EXT. 296

Assistance Contract Award from Career Education Program for 8/23/76 to 8/23/77:

$106,000

Contract Award No. 300760415

Participating Institutions: Girl Scouts of the USA with a nationwide sample of approximately 36 Girl Scout Councils and other involved outside groups

MAJOR OBJECTIVES:

1. Participants will evidence greater awareness of the number and variety of career options from which females can choose, and will show a willingness to consider a greater number and variety as possibilities for their own career choices.

2. Participants will be more aware of career decision making as a process, with special focus on its lifelong and developmental nature, on the responsibility and autonomy one has over the decision process, on decision making skills, on a positive view of self, and on the synthesis of personal and societal factors in career development.

3. Participants will become more involved in a greater number of career exploration activities with greater variety and greater intensity, and will exhibit increased ability to evaluate these experiences.

4. Participants will give evidence that they engage in less sex-stereotyped thinking regarding female careers, and that they apply more creative approaches to cope with the problems of women in work.

PROJECT ACTIVITIES:

Girl Scouts of the U.S.A., a nationwide, non-profit organization with headquarters in N.Y.C., six regional offices and approximately 350 local councils serves 3,234,000 girls, ages 6-17. The groups to be served by this project are a representative national sample of girls, ages 12-17. Depending upon the success of the program it is expected that this will become the prototype of an ongoing program for these age groups. The project will produce materials applicable for all races and, wherever appropriate, the handicapped. The materials' specific focus is the elimination of patterns of sex-stereotyped career exploration, decision making and choice. The fulfillment of the project objectives listed above will be accomplished through the development and utilization of materials to be produced and tested during the project year.

The planned products are:

- A GENERIC CAREER AWARENESS GUIDE (objectives 1,2,4)
- PRACTICAL GUIDELINES FOR CAREER EXPLORATION (objective 3)
- Five Career WORLD packages (objectives 1,2,4)
  1. THE WORLD OF WELL BEING - Careers in health.
  2. THE WORLD OF THE ARTS - Careers in communication, media, performing arts, creative arts, and applied arts.
  3. THE WORLD OF TODAY AND TOMORROW - Careers in science and business, and technology.

4. THE WORLD OF PEOPLE - Careers in personal service and social service.
5. THE WORLD OF THE OUT-OF-DOORS- Careers in sports, recreation, and nature.

- Training Manuals for the above materials (Objective 1,2,3,4)

The materials developed will be designed to be inexpensive both to implement and to purchase, and will be usable by adolescents and group leaders in a variety of settings, both school and non school.

The GENERIC CAREER AWARENESS GUIDE provides a career overview and PRACTICAL GUIDELINES addresses work exploration experiences, both paid and unpaid. Each curriculum WORLD package contains a booklet of activities with process oriented skills related to careers: dreams, awareness, self assessment, decision making, and practical realities in the world of work, as well as a set of career cards exhibiting female role models in a wide range of careers.

To meet the 4 project objectives, these materials will:

1. Display a large number of female role models in a wide range of careers chosen in each of the five WORLDS.
2. Encourage/simulate career decision making behaviors and expand sense of self awareness.
3. Provide career exploration activities as well as encourage "hands-on" on site experience.
4. Stimulate non stereotypic thinking and creative approaches to careers.

EVALUATION:

The evaluation will test if the program is workable and useful for a broad target population of females, ages 12-17. The materials will be tested in geographically diverse areas with a pre-post experimental design using short term outcomes. The evaluation is attempting to determine whether the 4 program objectives can be attained through the use of the program activities and materials developed.Program objectives are content and attitudinal objectives to be achieved through the use of program activities and materials. The objectives relate to the program materials in the following manner:

- * Objectives 1,2,4- Generic Career Awareness Guide, and Training Manual, 5 Career WORLD and five Training Manuals.
- * Objective 3 - Practical Guidelines for Career Exploration & Training Manual.

Both the formative and the summative evaluation will assess the accomplishment of these objectives through items developed for the evaluative instruments used in pre-post testing.

Formative: Project activities will be monitored both internally, through the Program Department, GSUSA, and externally by the Evaluator. The Evaluator will make on-site observations, review and pilot test materials and instruments to be used in the summative evaluation.

Summative: This evaluation will have the following parameters:

Sampling: The Girl Scouts of the USA is divided administratively into 6 regions of the country. Regions are divided into Councils which are the smallest administrative units having full time staff. Councils will identify troops for the field test. Troops are composed of volunteer leaders and girls.

Thirty-five experimental and five control councils will be identified to participate in the field test. This will yield approximately 4,000 girls; 3,500 experimental girls, 1,750 who are 12-14 years old and 1,750, ages 15-17, and 500 girls in the control groups, 250, ages 12-14, and 250, ages 15-17. It is expected that there will be between 200-400 leaders in the experimental troops, and 25-50 leaders in the control groups.

Pre-testing will begin on the nationwide sample by February 1977, and post-testing will be completed by the end of May 1977.

All experimental subjects in Girl Scouting will be pre-tested and then will be post-tested after use of the Generic Guide, Practical Guidelines and one WORLD of curriculum with participation in at least one (if feasible, more) try-out experience.

Control participants will complete a pre-post questionnaire without any exposure by GSUSA to this program.

Instrumentation: Each program publication is being developed with similar format and performance objectives. Pre-post field testing instruments will be identical for each.

A variety of demographic and group dynamic data will also be collected to facilitate sub-analyses.

Analysis of Data: Data from participants will be pooled in order to assess the overall effects of the program. Sub-group analysis will also be performed. The ultimate appraisal of the results of the study rests not only on the degree of change induced in participants but also on the required investment of staff time and financial resources necessary to implement the program effectively.

External Evaluator:
Dr. David Zimpfer
Associate Professor of Education
School of Education
The University of Rochester
Rochester, New York 14627
(716) 275-3955

Internal Evaluator:
Dr. Charles Meehling
Director of Statistics
Girl Scouts of the USA
830 Third Avenue
New York, N.Y. 10022
(212) 751-6900 Ext. 392

COMMUNICATION:

Conferences, workshops, or other meetings planned:

1. National Program Field Staff meetings, week of Nov. 29, 1976,
2. On-going consultation with GSUSA National Field Division and Regional Directors.
3. On-going consultation with GSUSA National Training Department and Regional Training Advisors.
4. Commissioner's Conference on Career Education - presentation: Nov. 7-10, 1976
5. APGA (American Personnel and Guidance Association) presentation proposed: March 6-9, 1977.

PROJECT LITERATURE

1. GENERIC CAREER AWARENESS GUIDE plus Training Manual.
2. PRACTICAL GUIDELINES FOR CAREER EXPLORATION plus Training Manual.
3. THE WORLD OF WELL BEING & Training Manual.
4. THE WORLD OF THE ARTS & Training Manual.
5. THE WORLD OF TODAY AND TOMORROW & Training Manual.
6. THE WORLD OF PEOPLE & Training Manual.
7. THE WORLD OF THE OUT-OF-DOORS & Training Manual.
8. LEADER Magazine Article (5,000). LEADER Magazine Article ready for the September 1977 issue.

AVAILABLE

Available for field testing, Feb. 15, 1977
(GENERIC CAREER AWARENESS GUIDE).
Available for field testing, Feb. 15, 1977
(WORLD OF WELL BEING).
Available, Dec., 1976
(LEADER Magazine Article 5,000)
Available, July, 1977
(LEADER Magazine, ready for Sept. 1977)

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Girls, ages 12-17. Grades 6,7,8,9,10 11, 12. Female adults-18 years and over (GS Leaders & Senior Advisors) Community: Parents, Business-Industry Labor, Educators.
Type of Area Served:	Nationwide sampling: rural, small town, suburban and urban areas.
Number of Persons served:	Nationwide sampling of 3,500 girls and their Girl Scout Leaders. Age 12-14, 1,750 and Ages 15-17, 1,750.
Minority Groups Served:	GSUSA does not ask for individual ethnic data from girls. Summary data can be

requested from the participating Councils.

Income Distribution: To date, GSUSA has not collected this data. Project participants will be asked to provide this information during the project year. This will be reported as soon as it is avaible.

Special Populations: Target population is females, ages 12-17

PROFILES OF PROJECTS IN CATEGORY 4

Methods and Techniques for Training and Retraining

Project: A Cadre Approach to Infusing Career Education

Los Angeles, California

Project
Directors: Charles C. Healy, Co-Principal
Investigator
Associate Professor
Graduate School of Education
UCLA
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James Quinn, Project Manager
Division of Vocational Education
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Assistance Contract Award
from Career Education
Program for 7/1/76 to
6/30/77:
$80,000

Contract Award No.
300760271

Participating
Institutions: Being determined

MAJOR OBJECTIVES:

This project will train a national cadre of educators in conducting replicable inservice training which will show secondary teachers how to infuse career education into classroom teaching. Through replicable workshops, trainers will be shown how to equip teachers with different strategies of infusion, how to help the teachers in adapting the strategies to their classes, and how to manage and conduct inservice training so that it involves collaboration of school and business/labor leaders. The infusion strategies will be exemplary practices garnered from a review of the literature and from input by the project staff.

PROJECT ACTIVITIES:

The project has three major components: First, it will produce a set of modules which show exemplary practice and can be delivered in a replicable way, delivering four cadre workshops comprised of these replicable modules, and evaluating the impact of the effort on trainers in the first year and the impact on teachers and students in subsequent years. Building on teacher workshops pilot-tested for a 1975-76 demonstration project, the project staff will refine and substitute modules in order to show teachers the means of promoting self-discovery, career understanding, and planning during regular classroom instruction.

Secondly, the staff will refine modules pertinent to inservice training and locate trainers from school districts which are committed to their secondary school teachers' doing career education within the classroom. Four workshops for cadre will be offered in different geographic regions of the U. S. in March and April, 1977. Each workshop will involve one four-day retreat, followed in 6 to 10 weeks by a one-day problem-solving/review session. Workshop participants will be contacted beforehand to ascertain their preferences regarding particular modules.

Thirdly, participants will learn how to evaluate their own inservice during the cadre workshop; they will learn, in turn, how to help teachers evaluate their classroom infusion. Data will be collected before and after cadre workshops. If the project is extended, data will be collected from teachers inserviced by cadre and from students who receive career education infusion.

EVALUATION:

The cadre workshops will be evaluated on the basis of objective-based tests, self-reports, and workshop-related products developed by cadre following the completion of the workshop; within 60 days, follow-up will be obtained from cadre reports of their subsequent inservice training. Cadre will be furnished an evaluation form to provide data on the accomplishment of the learner objectives which they attempt to promote in their inservice. The evaluation will be conducted under the supervision of an external evaluator, Professor Garth Sorenson, UCLA.

COMMUNICATION:

At the project's conclusion, these major products will be available: (1) instructional modules will show teachers ways to infuse career education, including detailed descriptions of exemplary infusion strategies for use in their classrooms. Examples of infusion strategies will be provided for such subjects as mathematics, home economics, English, etc.; (2) instructional modules will train educators to do performance-based inservice training; (3) instruments for the immediate evaluation of the modules and the subsequent inservice effectiveness of infusion strategies in the classroom; and (4) assorted and objective-based career education and infusion materials for classroom use by teachers and students. This abstract will serve as the means for describing the project while it is in progress. In additions, the project staff will be discussing its work at various professional meetings throughout the year.

DEMOGRAPHIC INFORMATION:

Eighty to one hundred cadre or inservice trainers will be prepared. Within two years of the project's initiation, through the multiplier effect, this cadre will train 2,000 teachers; in turn, the teachers will help about 50,000 students. The four workshops will be conducted in different sectors of the U.S. It is expected that minority and low socioeconomic groups will be assisted at least in proportion to their representation in the population.

Project: Statewide Infusion of Career Education into the Preparation of Teachers, Counselors, and Administrators (Phase II)
Salem, Oregon

Project Director:
Dr. Darrell L. Ward
Interinstitutional Consortium for Career Education
Marion IED
3180 Center Street, NE
Salem, OR 97301
(503) 588-5330

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:
$200,000

Contract Award No.
300760275

Participating Institutions: The Interinstitutional Consortium for Career Education includes fifteen colleges and universities which prepare teachers, counselors, and administrators (see Figure 1).

MAJOR OBJECTIVES:

1. College and university faculty members will be better able to infuse career education into teacher, counselor and administrator preparation programs.
2. Programs to prepare teachers, counselors and administrators will be infused with the knowledge, attitudes and skills needed for career education.
3. The basic infusion model will be further developed by the identification and development of guides and materials for selected areas of personnel preparation.

PROJECT ACTIVITIES:

University Staff Development:

1. Provide statewide and institutional professional development activities to advance the preparation of staff development cadres who will provide leadership in career education development on their campuses.
2. Assist in the refinement of long-range plans for career education in personnel development.
3. Further develop and refine a model for infusing career education into educational personnel preparation programs.

University Program Implementation and Dissemination:

1. Infuse career education into at least 35 professional education courses on a pilot basis.
2. Revise and field test eight professional education courses that were previously pilot tested.
3. Develop and test a model and materials for adapting career education materials to the needs of personnel in small and rural schools.
4. Develop and test a model for utilizing career information in teacher and counselor preparation.
5. Revise and make available for national dissemination, reports of the knowledge, skills and attitudes needed in elementary, secondary, special, vocational, school administration and guidance preparation.

Teacher Certification and Training Program Accreditation:

1. Formulate, print and disseminate all materials, recommendations and policies for use in the final review/adoption process required under the Oregon Attorney General's Model Rules and Regulations.
2. Disseminate supplementary and revised guides and rules and regulations for program accreditation and certification to all colleges and universities and other relevant agencies.

3. Provide technical assistance in adaptation and implementation of revised certification rules and program accreditation guidelines.

4. Monitor the inclusion of revised certification and program accreditation rules and regulations in institutional long-range plans.

Community Resources:

1. Adopt and test the IPAR model for utilizing community resources in at least six institutions.

2. Conduct training sessions for the delivery and use of community resources.

3. Identify and inventory community resources for use in higher education.

EVALUATION:

The evaluation design employs the "evaluation by objectives" concept. Each of the five Divisions of Work in the Project (Project Management, Staff Development, Program Infusion, Community Resources Utilization, and Teacher Certification and Program Accreditation) will be examined by means of three procedures: self evaluation, user evaluation, and third-party evaluation. The Evaluation Plan specifies the objectives for each Division of Work, the success criteria for each objective, and the evaluative procedures, instruments and types of analysis for each objective. The scope and depth of the data collected are constrained only by budget and time allocations to program and evaluation activities.

COMMUNICATION:

Several models, reports and course syllabi will be available upon request during or following, Phase II of the project activities. Revised pilot trial materials will be distributed to all consortium institutions. Revised field trial materials will be distributed to all consortium institutions as well as other institutions requesting the material.

Plans to continue dissemination of "Open Line," the project newsletter, have been made. The current mailing list includes approximately 225 agencies, institutions, projects, and individuals in and out of state. The distribution will be increased as other recipients of the newsletter are identified. A brochure which has been used to describe the project will again be distributed statewide and nationally.

A report of the progress and outcomes of action taken by the Teacher Standards and Practices Commission regarding career education will be provided to consortium institutions and others. The report will include supplementary and revised guides, and rules and regulations for program accreditation and certification.

DEMOGRAPHIC INFORMATION:

Staff:	University and College Staff Members	
Community:	Business/Industry/Labor	
Type of Area served:	Statewide	
Staff and Community:	Other staff	450
	Business/Industry	125
	Labor	40

Project: Gemini - A Demonstration Model for Training and Retraining Persons to Conduct Career Education Programs
Nacogdoches, Texas

Project Director:
Dr. Bennat C. Mullen
Department of Secondary Education
Stephen F. Austin State University
Box 3010A, SFA Station
Nacogdoches, TX 75961
(713) 569-5303

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:
$170,000

Contract Award No.
300760276

Participating Institutions:
Stephen F. Austin State University
Texas Education Agency
Regional Service Centers VII, IV, X, and XI
School Districts: Alief, Duncanville, Longview, Nacogdoches, and Diboll
East Texas Chamber of Commerce
Duncanville Chamber of Commerce
Nacogdoches County Chamber of Commerce

MAJOR OBJECTIVES:

1. After project-conducted training, demonstration teachers will be able to develop, teach, evaluate and train other teachers in the uses of instructional modules each of which includes a minimum of three of the 177 Basic Learner Outcomes for Career Education established by the Texas Education Agency and at least one of the U. S. Office of Education Career Clusters.
2. After project-conducted training, demonstration principals will be able to develop, implement, evaluate, and train other administrators in the use of building plans to conduct career education programs.
3. After training by the faculty team supported by the project, pre-service teachers will be able to demonstrate a gain in career education awareness and the ability to develop mini-instructional modules which include a minimum of one of the 177 Basic Learner Outcomes for Career Education established by the Texas Education Agency.
4. After project-conducted training, a gain in involvement with schools as curriculum sources, classroom resource persons, and field trip hosts as well as an added awareness of career education concepts by industry representatives, parents, and retired persons will be shown.

PROJECT ACTIVITIES:

During July and August, project director and staff make career education awareness presentations and conduct curriculum writing within the Stephen F. Austin State University graduate program on campus and in the field-based program. This training is in a workshop format where flexible timing and teacher-need are most important. Demonstration teachers are selected from among these graduate students as well as others recommended by the director and public school personnel. They design career education instructional modules utilizing the Basic Learner Outcomes for Career Education, the U.S. Office of Education Career Clusters, the Partner's in Career Education curriculum writing format, and instructional materials personalized for their students. Interdisciplinary and cross-grade teams field-test curriculum in at least one class of public school students. Demonstration teachers will emphasize industry-based and survival or home-based career education curriculum created with expertise and involvement of community persons. Training of demonstration teachers continues throughout the fall semester involving principals as trainees of the project coordinators and as supporters of building teams of demonstration teachers. These demonstration principals develop, implement, evaluate and describe to other principals or principal trainees within the Stephen F. Austin State University graduate program and area of influence plans for career education infusion at the building level, K-12.

Demonstration teachers and principals join project staff and the Stephen F. Austin Faculty Team of undergraduate teacher trainers to train pre-service teachers in career education awareness and curriculum writing each semester, fall and spring. As working partners in curriculum design and instruction, industry representatives, parents, and retired persons are involved in idea-storming with teachers, as job-shadowing hosts to teachers and students, in actual classroom instruction, as classroom resource persons, as materials contributors, and as field trip hosts to teachers and students. Project staff and demonstration teachers and principals train other educators and the public utilizing Hoyt's *Introduction to Career Education*; teacher-made, classroom-tested plans and materials based on the *Basic Learner Outcomes for Career Education* utilizing the Partners in Career Education curriculum model; classroom-tested commercial materials; evaluation data resulting from classroom field testing; and principal-made building implementation plans.

EVALUATION:

Demonstration teachers and principals are pre- and post-tested where possible and practical with reference to knowledge and experience in implementation of Career Education. Demonstration teachers and principals evaluate their training by project staff at the end of the project as to excellence and relevance to their professional growth. Demonstration teachers test students for knowledge of Basic Learner Outcomes and basic skills by pre- and post-testing control groups, by utilizing standardized testing, and the Texas Career Education Measurement Series. Independent evaluators determine to what degree demonstration teachers and principals are able to construct quality career education curriculum and implementation plans according to pre-designed instruments. Pre-service teachers are pre- and post-tested for career education awareness. Mini-modules are evaluated by an independent evaluator for quality utilizing a predesigned instrument. Training audiences are pre- and post-tested to determine training effectiveness and gain in knowledge of and ability to write career education programs. The amount and quality of community involvement is pre- and posttested throughout the project year. Data are analyzed with respect to usefulness to the teachers and principals in the development and implementation of career education programs. Project staff analyze data as it relates to the efficacy of the Stephen F. Austin State University model for training and retraining persons to conduct career education programs.

COMMUNICATION:

An implementation manual for a university-based model for training and retraining persons to conduct career education programs begun in 1975-76 will be available cost-free to state coordinators and like-project directors and to other interested persons on a cost recovery basis by January 1, 1977. Individual teachers and principals will make available on a cost recovery basis career education modules and building implemantation plans. A list of available materials can be received upon request to the project office. Communication of the training model is made throughout the Stephen F. Austin State University area of influence by demonstration teachers and principals presenting to and training educators and the community during the project year.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Teachers; Administrators; Student Teachers; Parents; Business/Industry Persons; Retired Persons.	
Type of Area Served:	Rural; Small Town; Suburban	
Number of Persons Served:	K	200
	1	250
	2	280
	3	310
	4	350
	5	380
	6	230
	7	275
	8	190
	9	110
	10	160
	11	170
	12	120
	Teachers:	2000
	Administrators:	600
	Student Teachers:	400
	Parents:	700
	Business/Industry:	1000
	Retired Persons:	50
Minority Groups Served:	Black:	30%
	Mexican-American:	8%
	Other:	17%
Income Distribution:	Under $5,000:	25%
	$5,000-$9,999:	30%
	$10,00-$14,999:	30%
	$15,000-$19,999:	10%
	$20,000 or more:	5%
Special Populations:	Handicapped:	.5%
	Gifted and Talented:	.5%

Project: Communication of Career Education Philosophy, Methods, Activities, and Evaluation Results to Education Decision Makers
Arlington, Virginia

Project Director:
Dr. Joseph Sarthory, Associate Director
American Association of School Administrators
National Academy for School Executives
1801 N. Moore Street
Arlington, VA 22209
(703) 528-0700

Assistance Contract Award from Career Education Program for 7/19/76 to 7/18/77:
$89,995

Contract Award No.
300760285

Participating Institutions:
American Association of School Administrators
Policy Studies in Education
300 local school districts across the United States
Parallel meetings with National School Boards Association

MAJOR OBJECTIVES:

1. The consciousness and level of understanding of educational leaders and decision makers at the local level as to the scope and thrust of career education will be raised.

2. Local input in the development of state plans for career education will be facilitated.

3. The training capacity of AASA/NASE in the area of career education will be raised.

PROJECT ACTIVITIES:

1. The United States has been graphically divided into six regions for purposes of this project. There will be a single meeting at a selected site in each region beginning in December, 1976 and concluding in May, 1977.

Each meeting will be attended by approximately 100 school administrators (2 from each district participating). Sessions for 2 school board members from the same districts as the administrator participants will be run concurrently by National School Board Association at each site. Some sessions will include joint meetings of administrators and board members. Other sessions will be separate. State Administrator Presidents and Executive Secretaries will also be in attendance.

Presenters at each meeting will include state and federal officials, board of education members, school administrators, professors from higher education, teachers, counselors, and professional leaders from business, industry, and labor.

The sessions will include formal presentations, "hands on" experiences,discussions, films, and exhibits. Each participant will receive a notebook containing definitive statements about career education, latest evaluative evidence, bibliography of current, practical books and articles, list of best current films and tapes, list of funding sources, list of good programs to visit, and the best of the printed exhibits.

2. An integral part of each regional meeting will include a session where the participants from each state represented will meet with their respective state career education coordinator. This interaction will not only supply to the local district the state plan for career education but will provide the opportunity for local district input into further development and revision of the state plan.

These meetings will also be of benefit to the coordinators because it will provide the means to inform the local district of similar programs in their areas. The coordinators will also have the opportunity to present themselves as valuable resource persons to the local district. They will also be able to garner reactions concerning present state efforts and hear about promising programs of which they may be unaware. They will also have the benefit of attending the other sessions of the meetings.

3. AASA is an experienced provider of programs similar to the type proposed herein. But, from these meetings, the training capacity in career education will be enhanced because of the experiences gained, compilation of career education materials, and development of a list of qualified program presenters. Further gains will come from active participation with state career education coordinators and from learning about successful programs already in existence.

EVALUATION:

Objective 1: A random sample of registered participants will be pre-tested by a telephone interview. All the participants will be post-tested by a questionnaire at the close of each meeting. Comparisons will be used to determine increases in definitional clarity of 1) career education, 2) knowledge of resources and assistance available, and 3) the ability to identify community concerns and to utilize community resources.

Further, a post-meeting telephone interview will be conducted using a random sample of participants. They will be asked to identify what has been done on the local level given the perspective of time from six months since attendance down to two weeks since attendance.

Objective 2: The accomplishment of the objective to provide an interaction forum for local input into state plans will be considered accomplished by the fact that such sessions with state groups are held at the regional meetings.

Objective 3: AASA's training capacity will be increased as evidenced by the identification of qualified presenters, development and testing of the training model used in the meetings, development of a materials resource base, increased ability to identify consultants in the field, and the establishment of evaluative criteria and procedures for career education training programs.

Evaluation and compilation of results will be accomplished through Policy Studies in Education as an external evaluation.

COMMUNICATION:

A conference summary report of approximately six pages will be distributed to all members of AASA and to administrator conference participants.

The regional meetings are planned for San Francisco on Dec. 3-5, 1976, New Orleans on Jan. 14-16, 1977, Phoenix on Feb. 11-13, 1977, Washington, D.C. on March 11-13, 1977, Boston on April 29-May 1, 1977, and Chicago on May 13-15, 1977. (These dates are subject to revision depending upon availability of meeting spaces).

A program brochure is currently under development. Additionally, letters are being drafted to State AASA Presidents and Executive Directors and State Career Education Coordinators asking them to contact local districts to attend the regional meetings. The general mailing of these materials will be accomplished by September, 1976. These will go to all school districts who comprise the highest fifty percent of pupil membership in each state. Additionally, invitations will be sent to districts identified by intermediate units as needing the information to be presented at these meetings.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Administrators
Type of Areas Served:	Rural, Small Town, Suburban, and Urban
Number of Persons Served:	600

PROFILES OF PROJECTS IN CATEGORY 5

Communication of Career Education Philosophy, Methods, Program Activities and Evaluation Results

Project: Career Analysis, Reporting and Dissemination of National Assessment of Career and Occupational Development
Denver, Colorado

Project Director:
Dr. Robert C. Larson
National Assessment of Educational Progress
Suite 700
1860 Lincoln Street
Denver, CO 80203
(303) 893-5200 EXT. 254

Grant Award from Career Education Program for 7/1/76 to 6/30/77:

$40,000

Grant Award No.
G007604389

Participating Institutions: National Assessment of Educational Progress

MAJOR OBJECTIVES:

1. National Assessment will perform additional analyses of its 9, 13, and 17-year-old Career and Occupational Development data.

2. National Assessment will prepare a report of the results of these analyses.

3. National Assessment will disseminate this report by mailing it to all Chief State School Officers, superintendents and principals who participated in the assessment, and to an Office of Career Education mailing list of about 500 persons.

PROJECT ACTIVITIES:

During the summer and fall of 1976 new analysis of National Assessment's Career and Occupational Development data will be done. Several new variables will be defined for data at age 17. The analyses will be summarized and estimates of sampling variation will be computed.

During the winter of 1976-77 a report of these analyses will be drafted. After reviews at National Assessment the report will be forwarded to the Office of Career Education for their review. When the draft has been revised and finalized it will be summarized in an Executive Summary.

In the spring of 1977, this report will be printed and released to the press and public. By the end of the summer the report will have been distributed to those school staff members listed in Objective 3 above.

EVALUATION:

Because of the nature of the project no evaluation program has been planned. Internal reviews by National Assessment staff and the use of an Advisory Group of experts will be done.

COMMUNICATION:

The report will be available late in the summer of 1977, from National Assessment. In addition, at the time an initial printing of this report is ready it will be released to the press at a press conference.

DEMOGRAPHIC INFORMATION:

Groups Served: School Administrators, Chief State School Officers, Curriculum Writers, Interested Teachers.

Area Served: All States in USA - Rural areas through urban areas.

Number of Persons: Estimate more than 4,000 persons will receive reports.

Project: Maintaining Effective State Leadership in Career Education
Washington, DC

Project
Director: Dr. David L. Jesser
Council of Chief State School
Officers
1201 16th Street, NW
Washington, DC 20036
(202) 833-7850

Grant Award from Career
Education Program for
7/1/76 to 6/30/77:

$89,880.

Grant Award No.
G007604390

Participating
Institutions: All States or Extra-State Jurisdictions

MAJOR OBJECTIVES:

1. To maintain, develop, and further improve the system of communication that has been created in order that essential information relating to career education might be more effectively communicated between and among the states and extra-state jurisdictions and federal agencies, and national organizations.

2. To develop and operate a delivery system that will provide professional growth opportunities for state directors/coordinators of career education in the already identified broad content areas of planning, needs assessment, evaluation, and implementation.

PROJECT ACTIVITIES:

Throughout the project's duration, regular communication in the form of a newsletter, "News and Notes," will be maintained with all state coordinators of career education. This newsletter will contain information of special interest to state coordinators, and will consequently be limited in its distribution.

Throughout the project's duration, additional communication, in the form of a telephone "fan-out" system, telephone conference calls, and special reports, will be maintained and practiced on an "as needed" basis.

During the project year three major meetings of state directors/coordinators will be held. These meetings will provide participants with the opportunity to share information with each other, and for "in-service" programs to be provided.

In the spring of 1977, it is contemplated that four special-interest staff development seminars will be held for state directors/coordinators. Generally, these will be in the areas of need that have already been identified, and will relate to needs assessment, evaluation, advisory councils, and implementation.

EVALUATION:

Objective 1: The first objective, as it is stated, does not lend itself to sophisticated types of evaluation. It does, however, suggest that some changes are needed and that some changes will occur. With this in mind, it will be necessary to obtain at least three kinds of data relating to the communications network:

* What changes in the communications network are actually needed?

* What changes have occurred?

* What have been the results of such changes?

To obtain this type of data, a special instrument will be developed and administered. In this manner, baseline information, suggesting needed changes, will be obtained. At the conclusion of the project, the instrument will be again administered, and the results compared. In this manner, it will be possible to ascertain what changes have actually occurred. An addendum will be added to the second instrument to obtain information about results of the changes that have been effected.

Objective 2: The second primary objective relates to development and implementation of a delivery system for in-service or professional growth opportunities for SEA personnel. Specifically, this objective calls for the operation of four professional growth seminars for SEA personnel, each related to a specific area of need suggested by a needs assessment already conducted.

Utilizing information obtained from the needs assessment, the content for each seminar will be developed. At the same time, a pre-post instrument will be developed for each of the seminars and administered to each of the participants. In this manner, it will be possible to determine the effectiveness, terms of learning and/or change, of the seminar program.

COMMUNICATION:

All reports will be disseminated to state directors/coordinators of career education and to chief state school officers.

DEMOGRAPHIC INFORMATION:

Not Applicable

The project described here will be physically housed in the offices of the Council of Chief State School Officers, 1201 Sixteenth Street, N. W., Washington, D. C. However, the project will encompass all states and extra-state jurisdictions of the United States. (State directors/coordinators of career education or other SEA personnel having responsibility for career education will be the principal participants.)

Project: Project to Communicate Career Education Philosophy, Methods, Program Activities, Evaluation Results and the Linkage with Vocational Education - An Exemplary Model
Washington, DC

Project Director:
Dr. Lowell A. Burkett
American Vocational Association
1510 H Street, NW
Washington, DC 20005
(202) 737-3722

Grant Award from Career Education Program for 7/1/76 to 6/30/77:
$99,349

Grant Award No.
G007604332

Participating Institutions: The American Vocational Association which includes: 55,000 teachers, counselors, supervisors, administrators, and teacher educators from all 50 states and territories.

MAJOR OBJECTIVES:

1. To communicate a philosophic foundation for the growth and continuation of the concepts providing a linkage between vocational education and career education.
2. To communicate models of programmatic effort that have increased accessibility to all persons -- both male and female, and also disadvantaged and handicapped students.
3. To communicate exemplary ways that recurring education has been demonstrated for adults desiring such opportunities. The extent of impact in this area would also be examined and communicated.
4. To communicate exemplary secondary curricular efforts in existing programmatic efforts, such as agriculture, home economics, business and office, etc. where career education concepts have been utilized in curricula.
5. To communicate the results of non-school approaches to career exploration and decision-making in order to review and assess the capacity of these approaches.
6. To communicate the status and effort of interchange between career education and vocational education and recommend role functions and the extent to which mutual support and accomodation may be needed.
7. To provide an exemplary model that will demonstrate processes and procedures for mobilizing organizational subgroups to address specific issues.

PROJECT ACTIVITIES:

To further the specific objectives,this project will contribute significant benefits for education, for career education and for vocational education. It is anticipated there will be intensive collaboration and cooperation between all interested participants, subgroups within the AVA, state agencies and the various institutions to bring career education concepts into focus for vocational educators. Activities to lend substance and direction to joint efforts between vocational education and other interested groups implementing career education concepts will be stimulated.

It is further anticipated that this project will provide a basis for formulating new legislative and funding patterns designed to support both career education and vocational education. These activities may bridge gaps that have developed between vocational education and career education due to misunderstandings that have led to confusion and overlapping of role functions.

The project will attempt to develop feasible and workable ways of implementing career education for vocational educators. In addition, policy recommendations will be communicated.

The final activity of this project will be a compilation of efforts from leaders in the field of vocational education regarding a comprehensive and articulated approach to career education. The report should give support to the AVA as it establishes its Program of Work. In addition, it should provide a role identity for vocational educators as they are involved in career education.

The specific technique of involving vocational educators and the many subgroups within AVA will provide an exemplary effort to the project and demonstrate how other professional organizations may engage in similar kinds of activities.

EVALUATION:

Due to the nature of the project, evaluation will be ongoing by project staff and an advisory committee.

COMMUNICATION:

The product of this project consisting of contracted papers, staff reports and a final project report will be available at the end of the project through the AVA.

DEMOGRAPHIC INFORMATION:

This project will be conducted by professional vocational educators and will serve the field of vocational education. Instructional levels covered will be those in the secondary programs, postsecondary, higher education and adult or continuing education. In addition, the various delivery systems for vocational education will be involved. Minority groups, disadvantaged individuals and communities as well as handicapped individuals are a part of the membership of the AVA in that they are recognized professional educators. This project will serve their interest as professional vocational educators.

Project: Career Education Policy Project (CEPP)
Washington, DC

Project Director:
Dr. George Kaplan
George Washington University
Institute for Educational Leadership
1001 Connecticut Avenue, NW
Suite 310
Washington, DC 20036
(202) 833-1737/1738

Grant Award from Career Education Program for 7/1/76 to 6/30/77:

$108,231

Grant Award No.
G007604333

MAJOR OBJECTIVES:

1. Illuminate the issues of education and work at the critical points at which public policies and major implementing decisions are made in our political and governmental institutions.

2. Examine career education in a way that will effectively inform both public and policy-level opinion of this feature of American education.

PROJECT ACTIVITIES:

1. Learning activities, especially seminars on education and work issues and field trips to career education sites, designed to expand the knowledge of key national policy-makers and advisors of the content and potential of career education.

2. The extensive use of state policy-level forums catalyzed and monitored by IEL and the development of similar activities at the decision-making level in large cities. Each forum is headed by an IEL associate who convenes key decision makers to discuss topics concerned with education and work.

3. A three-plus day Washington, DC, seminar of key educational and other public officials who need to understand the institutions, personalities, and processes of administration, legislation, and representation affecting career education in the nation's capital.

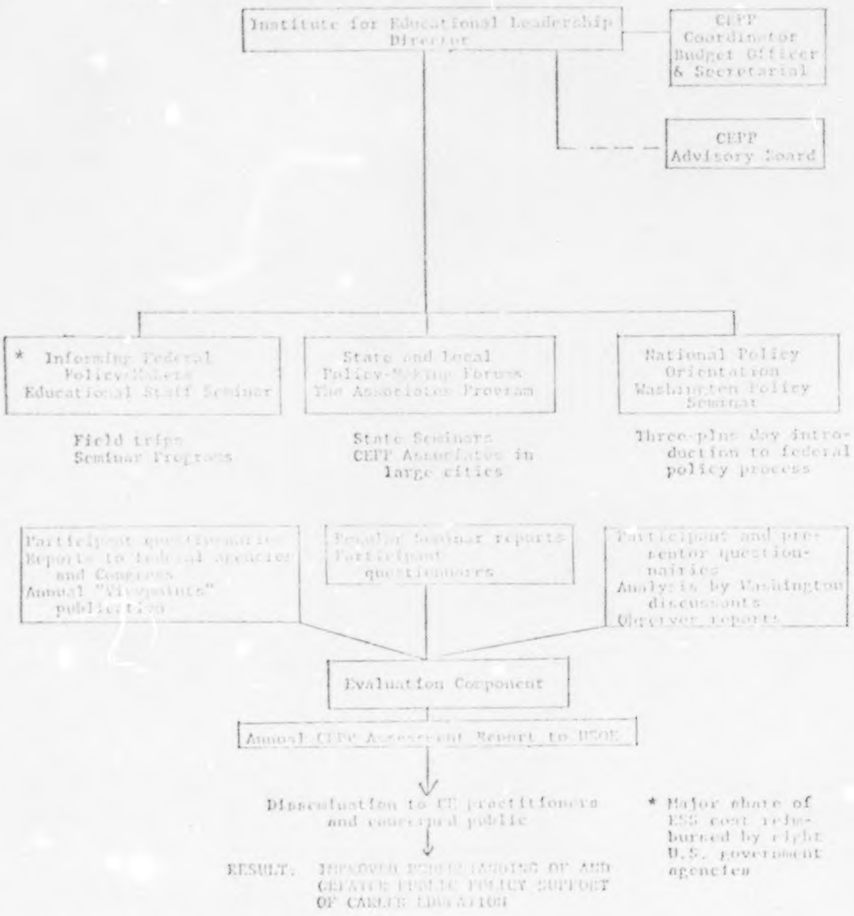
4. The project also has an Advisory Board of educational leaders who suggest project directions and provide input on key issues in career education.

EVALUATION:

The assessment of activities as disparate as those in the Career Education Policy Project necessitates a variety of techniques responsive to the widely different forms and operational modes of the CEPP components. These techniques constitute an integral part of CEPP rather than a separate design for evaluation. They are thus an "internal" rather than "external" evaluation. The accompanying design shows how the system is expected to work.

CAREER EDUCATION POLICY PROJECT

A Comprehensive Design for Informing Public Policy on Career Education


Institute for Educational Leadership
Director
CEPP
Coordinator
Budget Officer
& Secretarial
CEPP
Advisory Board
* Informing Federal
Policy-Makers
Educational Staff Seminar
State and Local
Policy-Making Forums
The Associates Program
National Policy
Orientation
Washington Policy
Seminar
Field trips
Seminar Programs
State Seminars
CEPP Associates in
large cities
Three-plus day intro-
duction to federal
policy process
Participant questionnaires
Reports to federal agencies
and Congress
Annual "Viewpoints"
publication
Regular Seminar reports
Participant
questionnaires
Participant and pre-
sentor question-
naires
Analysis by Washington
discussants
Observer reports
Evaluation Component
Annual CEPP Assessment Report to USOE
Dissemination to CE practitioners
and concerned public
RESULT: IMPROVED UNDERSTANDING OF AND
GREATER PUBLIC POLICY SUPPORT
OF CAREER EDUCATION
* Major share of
ESS cost reim-
bursed by eight
U.S. government
agencies

COMMUNICATION:

The project is not a "product-producer" in the traditional sense. The real "product" is the extent to which effective communication is established between educator and policymaker. There will be field trips, seminars, and state and city meetings. Schedules are not yet available.

DEMOGRAPHIC INFORMATION:

This project is intended to reach political and educational policy-makers with the message of career education. Its target groups transcend economic, ethnic or other such categories. Those whom the project should affect most include:

1. The senior Congressional aides and officials of the Executive Branch of the U.S. Government who will participate in field trips and other learning activities centered on career education.

2. The elected and appointed political and educational officials of the states and cities in which CEPP Associates will be located.

3. Participants in the Washington Policy Seminar for decision-makers in educational policy matters.

Levels/Groups Served:	Public policy makers at national, state, and local level.
Number of Persons Served:	(Approximately) 400

Project: Improving Management, Evaluation, and Meeting Special Needs in Career Education Projects
Washington, DC

Project Director:
Philip Silvers
Pacific Consultants
470 L'Enfant Plaza East, SW
Room 3100
Washington, DC 20024
(202) 554-2181

Procurement Contract Award from Career Education Program for 7/1/76 to 6/30/77:
$100,000

Contract Award No.
300760298

Participating Institutions: All Fiscal Year 1976 Projects funded by the Office of Career Education

MAJOR OBJECTIVES:

The purpose of this contract is to provide management and technical assistance to the Office of Career Education by convening and reporting on two sets of meetings of Career Education Project Directors and State Coordinators in Fiscal Year 1977. The major objectives are:

1. To prepare and distribute conference agendas; extend invitations to invitees and consultants to assist at the conferences.
2. Identify, locate and collect printed and audiovisual materials in each of the following areas;
   a. Improvement of management of Career Education Projects.
   b. Improvement of Evaluation of Career Education Projects.
   c. Increase attention to the Career Education needs of handicapped stereotyping.
   d. Reduction of race/sex stereotyping in career choice.
3. Following each set of meetings, Pacific Consultants will prepare a document on effective career education practices and materials funded by OCE.

PROJECT ACTIVITIES:

1. Arrange for meeting sites for Project Directors' & State Coordinators' Conferences.
2. Invite and make follow up contact with the Project Directors and State Coordinators.
3. Reproduce and mail those materials needed by participants prior to each meeting.
4. Provide staff to handle all technical details of conference management.
5. Arrange for special consultants identified by OCE to assist attendees and OCE staff in meeting conference objectives.
6. Collect and analyze profiles of all OCE-funded projects; write a descriptive analysis of these projects.
7. Compile materials, ideas, approaches, etc. from the 1976 funded projects for inclusion in a "whole earth" type catalog of Career Education practices which is to be published-available in mid-1977.

EVALUATION:

Participant feedback will be used to assess the effectiveness of conference activities. Pacific Consultants will provide OCE with an outline and bibliography of all reports and materials at least 45 days prior to each conference. After commentary by OCE the documents will be edited and revised accordingly and submitted within 60 days.

COMMUNICATION:

Pacific Consultants will prepare and distribute an agenda and other informational materials prior to each conference. Abstracts of relevant printed and audiovisual materials for each of the special topic areas will be prepared for the first set of conferences. Documents on effective career education practices and materials will be produced by Pacific Consultants for nationwide distribution.

DEMOGRAPHIC INFORMATION:

Services under this contract are provided to USOE funded Career Education projects K-12 and postsecondary, State Coordinators of Career Education and the U. S. Office of Education. Ultimately the materials developed will be available to Career Education practitioners nationwide.

Project: Communication of Career Education Philosophy, Methods, Activities and Evaluation Results to Education Decision Makers
Washington, DC

Project Director:
Dr. James A. Mecklenburger
Director of Research
National School Boards Association
1055 Thomas Jefferson Street, NW
Washington, DC 20007
(202) 337-7666

Grant Award from Career Education Program for 7/19/76 to 7/18/77:

$99,982

Grant Award No.
G007604166

Participating Institutions:
National School Boards Association
Policy Studies in Education
Three hundred local school districts across the United States
American Association of School Administrators

MAJOR OBJECTIVES:

1. To raise the consciousness and level of understanding of educational leaders and decision makers at the local levels as to the scope and thrust of career education.

2. To facilitate local input in the development of state plans for career education.

3. To improve NSBA School Board Academy training capability in the area of career education.

PROJECT ACTIVITIES:

1. The National School Boards Association will plan, conduct and evaluate six three-day meetings covering all 50 states. These meetings will be held on Friday, Saturday and Sunday and will be parallel to meetings organized at the same time and in the same location by the American Association of School Administrators (AASA). Each meeting will bring together, by invitation, approximately 50 teams composed of two board of education members, the chief school officer and another district level administrator from at least six local school districts in each state.

Presenters at each meeting will include state and federal officials, board of education members, school administrators, professors from higher education, teachers, counselors, and professional leaders from business, industry and labor.

The sessions will include formal presentations, "hands-on" experiences, discussions, films, and exhibits. Each participant will receive a notebook containing definitive statements about career education, latest evaluative evidence, bibliography of current, practical books and articles, list of best current films and tapes, list of funding sources, list of good programs to visit, and the best of the printed exhibits.

2. An integral part of each regional meeting will include a session where the participants from each state represented will meet with their respective state career education coordinator. This interaction will not only supply to the local district the state plan for career education but will provide the opportunity for local district input into further development and revision of the state plan.

These meetings will also be of benefit to the coordinators because it will provide the means to inform the local district of similar programs in their areas. The coordinators will also have the opportunity to present themselves as valuable resource persons to the local district. They will also be able to garner reactions concerning present state efforts and hear about promising programs of which they may be unaware. They will also have the benefit of attending the other sessions of the meetings.

3. The NSBA Research Department will prepare a report of these Career Education Conferences for distribution to all members of NSBA and all Direct Affiliate board members, as well as conference participants. These key individuals form a network through which important exchanges of ideas result in rapid dissemination of information to all educational decision makers.

EVALUATION:

The evaluation plan for the meetings has both formative and summative aspects. Summative evaluation will be used to judge the effects of the meetings, while formative evaluation will be used to improve the meetings as they are being carried out.

The summative evaluation will be split across three different time periods (before each meeting, after each meeting, and six-month follow-up of each meeting.) Participants will be pre-tested by a telephone interview of a random sample of registered participants. All the participants will be post-tested by a questionnaire at the close of each meeting. Comparisons will be used to determine increases in definitional clarity of career education, knowledge of resources and assistance available, and the ability to identify community concerns and utilize community resources. Another telephone interview will be taken of a random sample of participants to identify what has been done on the local level given the perspective of time from six months since attendance down to two weeks since attendance.

The formative evaluation will be addressed to two topics: (1) assessing the participants' attitudes toward meeting procedures, and (2) assessing the project procedures. At the end of the three-day meeting, all program participants will be asked to complete a short meeting procedures questionnaire designed to obtain data regarding (1) usefulness of information supplied; (2) quality of each session leader; (3) effectiveness of each session format; (4) attractiveness and convenience of physical facilities; and (5) value of materials handed out.

The results of the questionnaire will be used by the program staff to plan future programs retaining those topics, session leaders, session format, and faculty characteristics which proved effective, and replacing those which did not. In addition, session leaders at future training sites can be informed about topics in which participants showed satisfactory growth during the session, and those in which they did not.

The evaluation will include a careful review of the agendas for each of the six meetings. These will be analyzed for the type and number of participants, the regions they represent and the variety of positions they hold. Specifically, this review would look for attendance by superintendent and board of education members from the same districts, representatives from business and industry and representatives from junior colleges and four year institutions. By attendance at the meetings, careful observation and informal interaction with participants at each session, the evaluation staff will make a critical analysis as to whether or not the objectives have been carried out.

COMMUNICATION:

A comprehensive report covering all facets of the Career Education Conferences will be prepared by the NSBA Research Department when all of the meetings will have been conducted and evaluated. The report will be distributed to all members of NSBA and all Direct Affiliate board members as well as conference participants, and will be available to anyone else who wishes to read it.

The regional meetings will be held in San Francisco on December 10-12, 1976; New Orleans on January 21-23, 1977; Phoenix on February 11-13, 1977; Washington, DC, on March 11-13, 1977; Boston, Masschusetts on April 29-May 1, 1977; and Chicago, Illinois on May 13-15, 1977.

A program brochure had been sent to NSBA State Association Presidents and Executive Directors asking them to participate and to contact local districts encouraging them to attend the regional meetings. The general mailings of letters and brochures have been sent to all school districts which comprise the highest fifty percent of pupil membership in each state.

DEMOGRAPHIC INFORMATION:

Groups served:	Public School Board Members and Administrators State Coordinators of Career Education
Type of Areas served:	Urban, Suburban, Small Town, and Rural
Number of Persons Served:	600

Project: Synthesizing and Communicating Career Education Evaluation Results
Crawfordsville, Indiana

Project Director:
Deborah G. Bonnet
Senior Research Associate
New Educational Directions, Inc.
Box 307
Crawfordsville, IN 47933
(317) 362-8877

Grant Award from Career Education Program for 7/1/76 to 6/30/77:

$39,292

Grant Award No.
G007604329

MAJOR OBJECTIVES:

1. To summarize for the benefit of all audiences of the career education movement existing evidence of the effectiveness of career education strategies in bringing about positive changes in learners.

2. To summarize for the primary benefit of the USOE, state coordinators, and career education practitioners the final project and evaluation reports of 69 USOCE and 58 Part D projects funded during 1975-76. This analytic overview will focus on these projects' implementation strategies, as well as outcomes, and on evaluation techniques applied to all aspects of the programs.

3. To identify strengths and weaknesses of career education evaluations and to make recommendations for improving their design, implementation and reporting.

PROJECT ACTIVITIES:

1. Develop a "project worksheet" which, when completed, will serve as a profile of the career education project and its evaluation. Part I of the worksheet will describe the project in such terms as funding source and level, populations served, and general approach to career education. Parts II and III will indicate the types of activities carried out by the project staff (e.g., inservice training) and the strategies applied in delivering career education to students (e.g., field trips) in conjunction with the approach used in evaluating each component. Part IV will give an overview of the project student outcome objectives at various grade levels and the techniques used in assessing their attainment. A "study worksheet" for describing the design and results of each student outcome study will also be developed.

2. Secure with OE assistance a copy of each project final report and its corresponding evaluation report. It is hoped that reports for all 127 projects will be received before October 31, 1976, as NED will be unable to include late reports in the summary.

3. Read each project and evaluation report, secure clarifying information where needed and possible, and complete project and study worksheets.

4. Prepare final products based upon completed project and study worksheets. Final drafts of the project's major products will be submitted to the OE for review by February 15, 1977.

5. Review by OE, revision, and dissemination of project products.

EVALUATION:

The effectiveness of the project revolves around the use made of products developed by the project and the impact of these documents is not anticipated to materialize within the funding period. Evaluation will, therefore, focus on adherence to deadlines and on the accuracy, utility, and readability of project products as judged by a staff member charged with evaluation and by the OE staff.

COMMUNICATION:

The following publications will result from this project:

1. Highlights of evidence concerning the impact of career education on students (Objective 1).
2. A profile and analysis of projects funded by the OE in 1975-76, of the evaluations conducted for and by these projects, and of their success in achieving the career education implementation tasks and the learner outcomes identified by the OCE (Objective 2). Specific projects will be referenced only when needed to permit the reader to follow-up a particularly successful and unique strategy.
3. Recommendations concerning the evaluation of career education including a checklist of information which should be included in final reports to facilitate their interpretation and utilization by others (Objective 3).
4. A model for compiling summaries of career education project reports, including blank project and study worksheets, skeletal summary graphs and charts, and instructions for their use.

DEMOGRAPHIC INFORMATION:

not applicable

Project: Region XII Career Education Program
Hazard, Kentucky

Project Director:
Dr. Owen Collins
Career Education
Kentucky Valley Education Cooperative
325 Broadway
Hazard, KY 41701
(606) 439-2312

Grant Award from Career Education Program for 7/1/76 to 6/30/77:

$185,040

Grant Award No.
G007604336

Participating Institutions: Schools of Breathitt County, Hazard City, Jackson City, Jenkins Independent, Knott County, Lee County, Leslie County, Letcher, County, Owsley County, Perry County, and Wolfe County

MAJOR OBJECTIVES:

1. To develop a career education newsletter to disseminate to select educators in the Appalachian region.

2. To develop and publish 1,500 copies of Career Education: The Region XII Approach.

3. To develop and publish 1,500 copies of 17 "how to" documents.

4. To revise, edit, and publish 1,500 copies of Career Education Concepts and Skills: A Guide for Teachers in the Appalachian Region.

5. To develop a slide-tape presentation which outlines approaches used in the Region XII career education program.

6. To develop and establish a visitation schedule for educators in the Appalachian region so that they can see career education in action and can obtain documents, guides, etc., on the Region XII career education program.

7. To sponsor a two-day career education conference.

PROJECT ACTIVITIES:

During July and August, 1976, a mailing list will be compiled for the Region XII Communicator, the newsletter. The regional staff will edit the newsletter, utilizing input from the local educational agencies. It will be mailed to interested parties in the Appalachian region.

The regional career education staff during July, August, and September will compile a slide-tape presentation of the Region XII career education program.

During August through December, 1976, the manual on the Region XII career education program as well as the "how to" documents will be developed by the regional staff and the local career education coordinators.

A group of selected teachers in Region XII will refine the document, Career Education Concepts and Skills: A Guide for Teachers, from December, 1976, through February, 1977.

All documents produced in this project will be submitted to a review committee and to the Office of Career Education for input and approval.

During March and April, 1977, the project will sponsor a visitation schedule for educators in the Appalachian region. Visitors will be able to observe all phases of career education.

Finally, during the month of May, 1977, the project will sponsor a two-day conference that will include exhibits and presentations on career education from throughout the Appalachian region.

EVALUATION:

Objective 1: The newsletter will be evaluated by a random sample survey of recipients. An instrument designed to measure five (5) items will be attached to the fourth (4th) issue of the Region XII Communicator.

Objective 2: Since in all probability the documents produced in this project will not reach the classroom immediately, a review panel composed of teachers and school administrators will be asked to assess independently the projected effectiveness of each document.

Objective 3: Each party who uses the slide-tape presentation will be asked to rate it on five (5) items, using a rating scale.

Objective 4: Each visitor to the schools in Region XII and to the conference in May, 1977, will similarly be asked to rate differentially the impact of the visits and materials on a scale already developed.

COMMUNICATION:

The newsletter will be mailed bi-monthly on September 1 and November 1, 1976, January 1, March 1, May 1, and June 15, 1977.

The slide-tape presentation will be available on request after November 1, 1976.

The manual on the Region XII career education program and the "how to" documents will be available after January 1, 1977.

The concepts and skills document will be available after March 15, 1977.

The visitation of schools in Region XII will take place in March and April, 1977.

The two-day conference will be held in May, 1977.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students, Teachers, Counselors, Administrators, Parents, and Business/Industry
Type of Area Served:	Rural, Small Town
Number of Persons Served:	Students K-6: 18,684 7-9: 9,439 10-12: 5,276 Parents: 31,548 Teachers: 1,382 Administrators: 142 Counselors: 35 Business: 178 Industry: 146
Minority Groups Served:	Black: 1% White: 99%
Income Distribution:	Under $5,000 28% $5,000 - $9,999 8% $10,000 - $14,999 12% $15,000 - $19,999 16% $20,000 or more 36%
Special Populations:	Handicapped: 9% Gifted & Talented: 1%

Project: Career Education Mini-Conferences for Post-Secondary and Association Practitioners
Silver Spring, Maryland

Project Director: Mrs. Phylis O. Greenfield
Applied Management Sciences
962 Wayne Avenue
Silver Spring, MD 20910
(301) 585-8181

Procurement Contract Award from Career Education Program for 7/2/76 to 7/1/77:
$198,509

Contract Award No.
300760391

Participating Institutions: Post secondary organizations from the following groups: community/junior colleges, four-year liberal arts college/universities; teacher education institutions; post-secondary vocational technical schools; adult education; armed services; recurrent/continuing education; community education efforts; state colleges and universities and private colleges.

Associations representing the following education areas: School administrators, school teachers, school counselors, curriculum developers, local and state school boards, adult educators, community and junior colleges, teacher education institutions, state colleges and universities, and state universities and land grant colleges.

MAJOR OBJECTIVES:

1. Postsecondary Mini-Conferences
   - ° to bring together those individuals most actively involved in implementing career education at the postsecondary level;
   - ° to collect examples of successful practice from such persons;
   - ° to identify practical problems in implementing career education in these settings;
   - ° to transmit such new knowledge to others considering the applicability of the career education concept to the particular postsecondary setting in which they work.
2. Association Mini-Conferences; participating association members will seek:
   - ° to debate the issues;
   - ° to obtain clarification of the Office of Career Education's positions on career education;
   - ° to provide suggestions and advice to the Office of Career Education;
   - ° to obtain further ideas and thoughts useful in making recommendations to the association the participant represents.
3. Association Study Committees

   The Association Study Committees are organized to formulate plans for career education strategies within each association.

PROJECT ACTIVITIES:

Early in the project, postsecondary groups with career education practitioners will be identified and selected for participation. Associations with an interest in career education will be contacted and invited to participate.

Bibliographies on career education will be developed for the specific populations within the postsecondary organizations and for associations and their study committees.

Hotels in the Washington metropolitan area will be contacted with regard to their ability to house the twenty conferences of twelve participants each.

The ten two-day Postsecondary Career Education Mini-Conferences will be conducted in the fall with Dr. Kenneth Hoyt presiding. Approximately twelve postsecondary practitioners will attend each conference.

During the fall, the Association Study Committees (made up of four representatives from each association) will meet initially. During the winter months, either directly preceding or directly after the Association Career Education Mini-Conference, the Study Committees will meet for a second time. There will be ten Association Career Education Mini-Conferences. All conferences will last two days.

Close liaison will be maintained with all organizations to insure maximum participation in the conferences. In addition, newsletters for both the postsecondary and association practitioners will be initiated to maintain this liaison during and after the conferences.

EVALUATION:

Reports on each set of conferences will be developed and submitted to OCE for review. Upon finalization the conference reports will be distributed to all participants and to others identified by USOE. The association reports will not only contain conference proceedings, but will also contain the action plans developed by the associations for integrating career education concepts into their activities.

COMMUNICATION:

A report of the Career Education Mini-Conference for Postsecondary Practitioners and the report of the Career Education Mini-Conferences for Association Practitioners will be available during the summer of 1977 and will be mailed to those identified by USOE.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Postsecondary career education practioners; educational associations and their members.
Number of Persons Served:	240

Project: Career Education Information, Training, and Instructional Materials System (CEITAIMS)
Missoula, Montana

Project Director:
Dr. Vince Barry
National Center for Career Education
University of Montana
Missoula, MT 59801
(406) 243-5262

Assistance Contract Award from Career Education Program for 7/1/76 to 6/30/77:
$199,500

Contract Award No.
300760399

Participating Institutions:
University of Montana (Missoula)
University of Arizona (Tucson)
University of Oregon (Eugene)
University of Georgia (Athens)
University of Missouri (Columbia)
Ohio State University (Columbus)
Syracuse University (Syracuse)
University of Southern California (Los Angeles)
University of Virginia (Charlottesville)
Gonzaga University (Spokane)

MAJOR OBJECTIVES:

To gather Career Education programs and materials, hardware and software, public and private on a nationwide basis.

To bring educators into the Regional Center, train them in researching existing career education materials so that these materials can be utilized in program identification, development, implementation, and evaluation.

To provide on-site assistance to educators in materials selection and adaptation and in implementing career education activities.

PROJECT ACTIVITIES:

The project will collect Career Education programs and materials on a nationwide basis into a central instructional materials library.

The project will categorize and classify materials as to their appropriate application to institutional users.

The project will make these materials available through a computerized retrieval system.

The project will bring institutional representative(s) to the Center to assist in career education program needs identification and program development through in-service training.

The institutional representatives will work with Center staff in developing implementation and evaluation strategies.

The project will establish a follow through, quality control reporting system with each institution to determine the effectiveness of developed programs.

EVALUATION:

Evaluation of this project will be conducted by both project staff and external evaluators. The internal evaluation will include the following:

Monthly staff progress reports on procedures and activities.

Solicited reports from cooperating and participating agencies concerning program development.

Consultation with outside evaluators to utilize such formative evaluation information as will be available.

Development of semi-annual and final reports to the Office of Career Education as both progress and evaluation documents.

The external evaluation will utilize the services of an outside agency knowledgeable in both Career Education and project and corporate management. The evaluation agency will perform four services for the project:

The external evaluators will conduct intensive quarterly analysis of project progress.

To identify potential problems or programmatic weaknesses the external evaluators will conduct formative evaluation sessions with project staff.

The external evaluation agency will supply both the Office of Career Education and the project director with written quarterly reports on project objectives reached and an evaluation of the results.

A written summative evaluation of the project will be delivered for inclusion in project final report to Office of Career Education.

COMMUNICATION:

The products that will be delivered to the Office of Career Education of the U.S. Office of Education upon completion of the project are as follows:

A. A report on the implementation of instructional materials through the computerized storage and retrieval system.

A report of the activities of the Board of Directors for the National Cooperative for Career Education.

The development of an implementation plan for Regional Centers at the participating universities.

A report on the career education services provided through program planning, curriculum development, and implementation strategies.

A detailed evaluation plan for the Career Education Information, Training and Instructional Materials System.

B. Beginning in August, a bi-monthly newsletter will be generated describing the program of the activities designated in the grant proposal.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Teachers, Career Education Staffs
Type of Area Served:	Rural; some urban
Number of Persons Served:	K-12 Students: 5,000 Teachers: 100

Project: Mobile Career Education Resources Unit
Providence, Rhode Island

Project Director:	Ronald A. Esposito, Ph.D. Coordinator of Career Education Rhode Island College 600 Mt. Pleasant Avenue Providence, RI 02908 (401) 831-6600 EXT. 663	Assistance Contract Award from Career Education Program for 8/9/76 to 8/9/77: $73,386 Contract Award No. 300760418

Participating Institutions: All public and private schools in the state of Rhode Island (elementary and secondary).

MAJOR OBJECTIVES:

1. To heighten the visibility of career education in the State of Rhode Island.
2. To raise the consciousness of Rhode Island teachers, administrators, and citizens about the potential of career education for improving the quality of students' educational experience.
3. To demonstrate effective career education programs--in particular those which are locally developed and employ locally developed materials.
4. To develop a state-wide information network about career education.
5. To raise the consciousness level of young women about career opportunities.
6. To make career education information available to recently arrived immigrant groups--bilingual and/or non-English speaking.
7. To develop career education instructional materials for non-English speaking groups.

PROJECT ACTIVITIES:

1. Disseminate a brochure to all educational agencies in the state describing proposed services.
2. Undertake personal contact with professional organizations within the state describing proposed services.
3. Disseminate information regarding proposed program through local newspapers, radio and television stations.
4. Develop schedule of visitation of the Career Education mobile unit to local sites. (one building every other day)
5. Establish contact with community and educational groups for assistance in the development of materials for non-English speaking clients.
6. Acquaint school personnel with Career Education programs and materials through visits with the mobile van.
7. Provide demonstrations of Career Education programs--particularly those locally developed.
8. Provide in-service Career Education programs for public and non-public schools.
9. Through the Development of a Career Education newsletter provide for the development of a Career Education network in the state.
10. Develop in cooperation with local schools Career Education materials in non-English speaking students.

EVALUATION:

1. Establish Baseline Data Regarding
    - a. present level of awareness of Rhode Island community toward Career Education.
    - b. present communication networks relative to Career Education.
    - c. present availability of bilingual materials for Career Education.
2. Prepare and Submit an Implementation Report.

    This will serve as a status report on the implementation of the project and include recommendations for project modification in light of the findings.
3. Operations Phase
    - a. Prepare questionnaire to be sent to a random sample of clients served by this project. The purpose will be to assess the impact of the project relative to the project's objectives.
    - b. Review logs and records to verify the extent of implementation relative to the proposal list of activities.
    - c. Interview selected Rhode Island educators regarding attitude toward Career Education and this project's impact.
    - d. Prepare Interim Report. This report will include an analysis of the data gathered during this phase of the project and include recommendations for inclusion in future similar projects.
4. Final or Wrap-up Phase
    - a. Prepare questionnaires and/or data gathering checklists appropriate for collection of data on the indicators previously identified.
    - b. Prepare a final summative report relative to the attainment of the project objectives.

COMMUNICATION:

Curriculum guides, activities packages, and program designs will be continually added as teachers and counselors develop them. Information identifying these materials will be disseminated via a regular newsletter sent to all teachers in Rhode Island as well as exposure in specially-prepared programs on the State's educational TV station.

Foreign language materials will be publicized over the existing foreign language radio and TV programs in Rhode Island.

DEMOGRAPHIC INFORMATION:

1. This project will directly involve teachers, counselors, administrators, and librarians in every public and parochial school in Rhode Island.
2. The project will be involved in all geographic areas including rural, small town, urban and suburban.
3. Approximately two thousand five hundred school personnel will be served.
4. All minorities that exist in the teaching population will be served. Special materials will be designed for both Spanish and Portuguese groups. The latter group is the largest non-English speaking group.
5. Special populations will include non-English speaking minorities and Blacks, with special focus on problems of career sex-stereotyping.
6. All income levels will be served.

Project: Commissioner's National Conference on Career Education
Houston, Texas

Project Director:
T. S. Hancock
President, Greater Houston Education Foundation
Executive Director, Region IV Education Service Center
P.O. Box 863
Houston, TX 77001
(713) 868-1051

Procurement Contract Award from Career Education Program for 2/18/76 to 2/18/77:
$200,000

Contract Award No. 300760097

Participating Institutions: Representatives from education (public, private; elementary, secondary, college, universities), business, industry, labor and government from throughout the nation.

MAJOR OBJECTIVES:

A. To provide an opportunity for Career Education practitioners to share with and learn from each other.

B. To provide decisionmakers, both within and outside of education with an opportunity to examine the Career Education concept and assess viability as a vehicle for reform of the total system of American education.

C. To rekindle a national recognition of and dedication to the concept of work both as an individual and as a societal need in this, our Bicentennial year.

PROJECT ACTIVITIES:

A. Planning for the National Conference on Career Education

1. Selection of national steering committee
2. Determination of tentative program format
3. Establishment of liaison with various state advisory committees headed by State coordinators of career education
4. Establish with State coordinators a plan-of-action for the nomination and selection of topics and presenters
5. Establish a corresponding plan-of-action with the cooperating organizations for the purpose of gleaning their input and recommendations regarding program and implementation of conference

B. Development of Program

1. Establish a framework for the Conference, consisting of general, theme, special, and topic sessions--which would encompass the scope and comprehensiveness of the Career Education philosophy along with the inclusion of a wide variety of career needs for many divergent population groups.
2. Establish and implement procedure for nomination of presenters for all categories of sessions, particularly for specific topic session presenters, suggested by State coordinators and their advisory committees.
3. Selection of program presenters for all sessions to assure a balanced program and to assure retention of State program slots allocated on the basis of State Population.
4. Communication and follow-up with program presenters
5. Balancing program content to meet with perceived needs of participants
6. Preparation of Conference Program

C. Steps taken to Encourage Representative Participation

1. Issuance of printed invitations from the Commissioner's Office; national distribution of invitations to individuals via State coordinator-advisory committees, requesting RSVP's
2. Development and maintenance of data bank on potential participants
3. Preparation of registration form reflecting variety of topic sessions
4. Distribution of Registration materials to all respondents and all requesting registration information
5. Establisment and maintenance of approved accounting procedures for coordinating registration and for development of proper accounting procedures for registrants
6. Involvement of press, radio, and other communications media to

involve the public

7. Invitations to local colleges, universities, and school districts for purpose of involving educators and students from Houston area
8. Invitation and involvement of Office of Education personnel and of regional office staff

D. Specific Activities of Foundation Personnel in Facilitating Coordination of Conference:

   1. Coordination of total Conference with USOE, State Coordinators, cooperating organizations, local school districts, and Astrohall facilities.
   2. Direction and overseeing details of entire conference, including coordination of staff and programs.
   3. Identification and confirmation of all presenters on program, their audio-visual needs, and the assignment of rooms in Astrohall.
   4. Responsiblility for accurate recording of selections of topics for all participants, accurate record-keeping of income received from registration, and for on-site service and assistance to all arriving participants.
   5. Securing of Exhibits, State Booth Space and Coordination of Hotel Accomodations with Housing Bureau as an Assistance to Participants and Presenters.
   6. Identification of possible exhibitors, preparation of exhibit package, coordination with Astrohall staff for arrangement of physical facilities, and assignment of exhibit booths.
   7. Coordination with Greater Houston Housing and Visitor's Bureau in the use of seventeen hotels, meeting rooms and other facilities.
   8. Assisting Foundation staff in coordinating space assignments in the Astrohall for the state-by-state caucuses being held during the Conference.
   9. Coordination with Foundation efforts at fund-raising activities.

COMMUNICATION:

A. A Report on the Conference is to be prepared through a contract with another party, Dingle Associates, designated by the National Institute of Education

   Report will be prepared on the basis of the following resources:

   1. On-site visitation of sessions at the Conference
   2. Combination of interviews with presenters, photographs, and
   3. Abstracts submitted by presenters to the contracting agency are also a key source of information

B. State-by-State follow up of the Conference:

   1. Caucus night in Astrohall should provide impetus for planning activities in each State, following the conference.
   2. Many state coordinators of Career Education, along with State Advisory Boards and Business-Industry personnel will have opportunity to plan and coordinate statewide follow-up conferences and activities as result of cadre of persons and information gleaned from the conference.
   3. Wherever possible, State coordinators of career education could use expertise gleaned from Houston in the implementation of their state plans.

DEMOGRAPHIC INFORMATION:

A. Educational/age levels/groups served by the project

   1. Personnel: Teachers, counselors, administrators, members of Professional education associations, and personnel from Region IV staff will participate and assist in the implementation of the Conference plan.
   2. Community: Parents, business, industry, labor,government, and representatives from all over the country will be involved and will represent all settings: rural, small town, urban snd suburban.
   3. Students: Participation by students from local districts, and from colleges and universities is encouraged.

B. Nature of the Geographic Area Served by the Project:

Conference is national in scope, including all 50 States, Puerto Rico and the Territorial Islands.

C. General Information on Populations Served by Project:

1. Conservative estimates of between eight and ten thousand persons have been projected to attend. Impact on thousands of others in the 50 states can only be surmised.
2. Organizations and topics on the program include presentations about minorities and career education for their needs.
3. Several topic sessions addressed to the needs of the handicapped are scheduled for the final program. Special needs of the handicapped are also addressed in these sessions.
4. Several topics were also held on reducing sex stereotyping in Career Education.

Project: Career Education for Special Needs Groups
Annandale, Virginia

Project
Director: Ms. Gulden Fox-Gurcay
Director of Special Projects
WNVT/Channel 53
8325 Little River Turnpike
Annandale, VA 22003
(703) 323-7000

Grant Award from Career Education Program for 7/1/76 to 6/30/77:

$82,500

Grant Award No.
G007604400

MAJOR OBJECTIVES:

The fundamental purpose of this project is to inform appropriate individuals about exemplary career education programs for special needs groups, and to encourage these individuals to implement similar programs in their own communities.

The target audience is composed of those individuals and organizations who might make an imprint on the structure of school programs including members of the community-at-large, members of the business-labor community, potential participants and their families, teachers, counselors, and school administrators as well as politicians at all levels of government.

PROJECT ACTIVITIES:

The principal activities of the project are the production and distribution of a half hour film on exemplary career education programs for special needs groups.

During the early stages of the project WNVT is working closely with experts in career education to identify exemplary programs for special needs groups such as the handicapped, gifted and talented, women and minorities.

Following the identification of these programs, the project director (or the film producer) will visit these sites, study the various elements and will work with the OE Project Officer, an Advisory Board and other consultants to select the programs for inclusion in the film.

The next step is to write a general script. This script will describe (1) the selected exemplary programs, (2) the key individuals involved, (3) the ideas to be expressed, and (4) production techniques which might be appropriate for this film. Copies of the script will be sent to the OE Project Officer and members of the Advisory Board for final suggestions before production.

Following this planning process, WNVT production staff will visit the identified sites and begin the actual filming. Special care will be taken to document each program as fully as possible since there will be only one visit per site.

The filming stage will be followed by editing. Again the first version will be previewed by appropriate individuals for their comments and suggestions. Final editing will be based on the results of this preview. It is anticipated that the final film will be completed before July 1, 1977.

During the development and production stages WNVT will also begin the publicity campaign. A brochure describing the film will be prepared, and a mailing list of appropriate organizations, school systems, and other career education practitioners will be compiled. The publicity materials will be mailed out to these individuals and organizations.

WNVT will distribute the film to interested parties on a free loan basis for a period of one year following the completion of the film.

EVALUATION:

Short term evaluation to determine the effectiveness of the film will be conducted by third party evaluators, Policy Studies in Education (PSE). For this purpose PSE will develop a questionnaire and invite a cross section of the target audience for a preview of the film at the WNVT studios in Annandale, VA. Pre-test and post-test questionnaires will be designed to test the increase in knowledge of career education for special needs groups and to measure the extent to which the viewers were motivated to implement similar programs in their schools and communities. The extent to which viewers have acted to implement career education for special needs students will also be assessed. A report discussing the outcomes will be prepared.

Long term evaluation will be conducted by WNVT. A questionnaire will be developed and mailed to the borrowers of the film. At the end of the one year distribution phase these evaluation forms will be compiled and an evaluation report will be written with recommendations for future projects.

COMMUNICATION:

The main product of the project is a 16mm. color film (27 minutes). WNVT will have responsibility for the promotion and distribution of this film. An extensive promotional mailing campaign will be directed toward teachers, counselors, administrators, state education departments, career education practitioners, and other appropriate individuals and organizations.

The distribution of the film will be implemented in two stages: (1) the film will be submitted to the Public Broadcasting Service (PBS) for national distribution to educational television stations, and (2) it will be made available by WNVT to interested individuals and organizations on a free loan basis for their non-broadcast use.

DEMOGRAPHIC INFORMATION:

The nature of this project is such that WNVT cannot provide accurate demographic information at this time. However, the questionnaire which will be sent out with the film will be designed to collect this information.

APPENDICES

APPENDIX A

EDUCATION AMENDMENTS OF 1974

PUBLIC LAW 93-380

August 21, 1974

(pp. 68-70)

CAREER EDUCATION

20 USC 1865. SEC. 406. (a) It is the sense of Congress that—

(1) every child should, by the time he has completed secondary school, be prepared for gainful or maximum employment and for full participation in our society according to his or her ability:

(2) it is the obligation of each local educational agency to provide that preparation for all children (including handicapped children and all other children who are educationally disadvantaged) within the school district of such agency; and

(3) each State and local educational agency should carry out a program of career education which provides every child the widest variety of career education options which are designed to prepare each child for maximum employment and participation in our society according to his or her ability.

(b) It is the purpose of this section to assist in achieving the policies set forth in subsection (a) by—

(1) developing information on the needs for career education for all children;

(2) promoting a national dialogue on career education designed to encourage each State and local educational agency to determine and adopt the approach to career education best suited to the needs of the children served by them;

(3) assessing the status of career education programs and practices, including a reassessment of the stereotyping of career opportunities by race or by sex;

(4) providing for the demonstration of the best of the current career education programs and practices by the development and testing of exemplary programs and practices using various theories, concepts, and approaches with respect to career education;

(5) providing for the training and retraining of persons for conducting career education programs; and

(6) developing State and local plans for implementing career education programs designed to insure that every child has the opportunity to gain the knowledge and skills necessary for gainful or maximum employment and for full participation in our society according to his or her ability.

Office of Career Education. Establishment.

(c)(1) In order to carry out the policies, purposes, and provisions of this section, there is established in the Office of Education an Office of Career Education (hereafter in this section referred to as the "Office"). The Office shall be headed by a Director.

(2) The Director of the Office shall report directly to the Commissioner.

(d) For the purposes of this section, the term "career education" means an education process designed—

"Career education."

(1) to increase the relationship between schools and society as a whole;

(2) to provide opportunities for counseling, guidance and career development for all children;

(3) to relate the subject matter of the curricula of schools to the needs of persons to function in society;

(4) to extend the concept of the education process beyond the school into the area of employment and the community;

(5) to foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;

(6) to make education more relevant to employment and functioning in society; and

(7) to eliminate any distinction between education for vocational purposes and general or academic education.

(e) The Commissioner shall conduct a survey and assessment of the current status of career education programs, projects, curriculums, and materials in the United States and submit to the Congress, not later than November 1, 1975, a report on such survey and assessment. Such report shall include recommendations of the Advisory Council created under subsection (g) for new legislation designed to accomplish the policies and purposes set forth in subsections (a) and (b). In exercising his authority under clauses (ii)(III) and (ii)(V) of section 434(b)(1)(A) of the General Education Provisions Act, for any fiscal year, the Commissioner shall require State educational agencies and local educational agencies to report on their efforts to prepare students for gainful or maximum employment.

Programs, survey and assessment.
Report to Congress.

Post, p. 569

(f)(1) During the period beginning with the enactment of this section and ending June 30, 1978, the Commissioner is authorized to make grants to State and local educational agencies, institutions of higher education, and other nonprofit agencies and organizations to support projects to demonstrate the most effective methods and techniques in career education and to develop exemplary career education models (including models in which handicapped children receive appropriate career education either by participation in regular or modified programs with nonhandicapped children or where necessary in specially designed programs for handicapped children whose handicaps are of such severity that they cannot benefit from regular or modified programs). Grants made under this subsection shall be consistent with the policies set forth in subsection (a) of this subsection.

Career education models, grants.

(2) During the period beginning one year after the enactment of this section and ending June 30, 1977, the Commissioner is authorized to make grants to State educational agencies to enable them to develop State plans for the development and implementation of career education programs in the local educational agencies of the States. Such plans shall be designed to carry out the policies and purposes set forth in subsections (a) and (b).

Local State educational program plans, grants.

(g)(1) Subject to part D of the General Education Provisions Act and within ninety days after the enactment of this section, there is established a National Advisory Council for Career Education which shall be composed of—

Post, p. 575.

National Advisory Council for Career Education.
Establishment.

(A) the Assistant Secretary of Health, Education, and Welfare for Education, the Commissioner of Education, the Director of the Office of Career Education, the Director of the National Institute of Education, the Administrator of the National Center for

Education Statistics, the Director of the National Science Foundation, the Chairman of the National Foundation for the Arts, the Chairman of the National Foundation for the Humanities, the Chairman of the National Advisory Council for Vocational Education, all of whom shall serve in a nonvoting ex officio capacity; and

(B) not less than twelve public members broadly representative of the fields of education, the arts, the humanities, the sciences, community services, business and industry, and the general public, a majority of whom shall be engaged in education or education-related professions.

Chairman; term.

(2) The public members shall be appointed by the Secretary. The Secretary shall select the Chairman from among the public members. The members shall serve for terms of three years with not more than four seats rotating in any one year. The Commissioner shall provide such staff and funds for the Council as deemed necessary and such staff and funds shall be in addition to those provided elsewhere in this title.

Duties.

(3) The duties of the Council shall be to advise the Commissioner on the implementation of this section and carry out such advisory functions as it deems appropriate, including reviewing the operation of this section and all other programs of the Division of Education pertaining to the development and implementation of career education, evaluating their effectiveness in meeting the needs of career education throughout the United States, and in determining the need for further legislative remedy in order that all citizens may benefit from the purposes of career education as prescribed in this section.

Survey and assessment; report to Congress.

(4) The Council with the assistance of the Commissioner shall conduct a survey and assessment of the current status of career education programs, projects, curricula, and materials in the United States and submit to Congress, not later than November 1, 1975, a report on such survey and assessment. Such report shall include recommendations of the Council for new legislation designed to accomplish the policies and purposes set forth in subsections (a) and (b).

Appropriation.

(h) For the purpose of carrying out the provisions of this section, the Commissioner is authorized to expend not to exceed $15,000,000 for each fiscal year ending prior to July 1, 1978.

Federal Regulation
for the
Special Projects Act
45 CFR Part 160

The Federal Regulation for the Special Projects Act was published on July 15, 1976, in the FEDERAL REGISTER, Volume 41, Number 137. This regulation, which is designated as Part 160 of Title 45 of the Code of Federal Regulations, contains the following sections:

Sec.
160.1 Scope.
160.2 Purposes.
160.3 Definitions.
160.4 Types of projects.
160.5 Use of grants or contracts.
Appendix—Discretionary Activities.

AUTHORITY: The Special Projects Act, as enacted by sec. 402(a)(1) of Pub. L. 93-380 (20 U.S.C. 1851-53, 1861-67, 887d).

PART 160—SPECIAL PROJECTS ACT

§ 160.1 Scope.

(a) This part governs the award of projects with funds appropriated to carry out the Special Projects Act, as enacted by section 402(a)(1) of Pub. L. 93-380.

(b) Projects awarded with funds appropriated to carry out the Special Projects Act are also subject to the following parts, as applicable:

(1) Part 160a—programs to encourage educational agencies and institutions to prepare students to use the metric system of measurement, as provided in section 403 of Pub. L. 93-380;

(2) Part 160b—programs to educate gifted and talented children, as provided in Section 404 of Pub. L. 93-380 (except subsection (f) thereof);

(3) Part 160c—programs to establish, expand, improve, maintain, and provide training for community education programs, as provided in Section 405 of Pub. L. 93-380;

(4) Part 160d—programs to assess and encourage establishment and operation of career education programs, as provided in section 406 of Pub. L. 93-380;

(5) Part 160e—programs to provide consumers' education to the public, as provided in section 811 of the Elementary and Secondary Education Act of 1965, as amended;

(6) Part 160f—programs to provide educational equity for women, as provided in section 408 of Pub. L. 93-380;

(7) Part 160g—programs to encourage and assist the use of arts in elementary and secondary school programs, as provided in section 409 of Pub. L. 93-380.

(20 U.S.C. 1851-53, 1861-67, 887d)

§ 160.2 Purposes.

(a) Except as provided in paragraph (b) of this section, the purposes of the program carried out pursuant to this part are to:

(1) Experiment with new educational and administrative methods, techniques, and practices;

(2) Meet special or unique educational needs or problems; and

(3) Place special emphasis on national educational priorities.

(b) With respect to funds reserved pursuant to § 160.4(a), the purposes of each of the priority programs for which the funds are reserved are set forth in Parts 160a through 160g of this chapter, as applicable.

(20 U.S.C. 1851)

§ 160.3 Definitions.

As used in this part and in Parts 160a through 160g of this chapter, except as otherwise defined by Parts 160a through 160g of this chapter:

"Act" means the Special Projects Act, enacted by section 402(a)(1) of the Education Amendments of 1974, Pub. L. 93-380 (20 U.S.C. 1851-53).

"Institution of higher education" means an educational institution in any State which:

(a) Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate,

(b) Is legally authorized within the State to provide a program of education beyond secondary education,

(c) Provides an educational program for which it awards a bachelor's degree or provides not less than a two-year program which is acceptable for full credit toward such a degree,

(d) Is a public or other nonprofit institution, and

(e) Is accredited by a nationally recognized accrediting agency or association listed by the Commissioner or, if not so accredited:

(1) Is an institution with respect to which the Commissioner has determined that there is satisfactory assurance (considering the resources available to the institution, the period of time, if any, during which it has operated, the effort it is making to meet accreditation standards, and the purpose for which this determination is being made) that the institution will meet the accreditation standards of such an agency or association within a reasonable time, or

(2) Is an institution whose credits are accepted for credit, on transfer, by not less than three accredited institutions, on the same basis as if transferred from an accredited institution.

Such an institution also means any school which provides not less than a one year training program to prepare students for gainful employment in a recognized occupation and which meets the provisions of paragraphs (a), (b), (d), and (e) of this section.

"Local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. The term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

"State" means, in addition to the several States of the Union, the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

"State educational agency" means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law.

(20 U.S.C. 1851-53)

§ 160.4 Types of projects.

(a) Section 4(b) of the Act provides that not less than 50 percent of the funds appropriated pursuant to the Act shall be reserved for the following priority programs:

(1) The metric education program authorized by section 403 of Pub. L. 93-380, as described in Part 160a of this chapter;

(2) The program for education of gifted and talented children authorized by section 404 of Pub. L. 93-380, as described in Part 160b of this chapter;

(3) The community education program authorized by section 405 of Pub. L. 93-380, as described in Part 160c of this chapter;

(4) The career education program authorized by section 406 of Pub. L. 93-380, as described in Part 160d of this chapter;

(5) The consumers' education program authorized by section 811 of the Elementary and Secondary Education Act of 1965, as amended, as described in Part 160e of this chapter;

(6) The women's educational equity program authorized by section 408 of Pub. L. 93-380, as described in Part 160f of this chapter; and

(7) The arts in education program authorized by section 409 of Pub. L. 93-380, as described in Part 160g of this chapter.

(b) Funds reserved pursuant to paragraph (a) of this section will be apportioned for each priority program in paragraphs (a) (1) through (7) of this section in the same ratio as the total amount authorized for sections 403, 404, 405, 406, 408 and 409 of Pub. L. 93-380 and section 811 of the Elementary and Secondary Education Act of 1965 as amended, bears to the individual amount authorized for each program in those sections except that not less than $750,000 of the funds reserved pursuant to paragraph (a) of this section will be available for purposes of the program of arts education described in paragraph (a)(7) of this section.

(c) (1) Funds appropriated to carry out the Act which are not reserved pursuant to paragraph (a) of this section will be available for activities described in the appendix to this part.

(2) It is expected that the funding activities described in the appendix to this part will be modified from time to time (with appropriate amendments to the appendix to this part) in accordance with spending plans prepared by the Commissioner pursuant to section 4(b)(1) of the Act.

(20 U.S.C. 1851-53, 1861-67, 887d; Sen. Rep. No. 1026, 93rd Cong., 2d Sess., 172 (1974))

§ 160.5 Use of grants or contracts.

(a) With respect to funds which are reserved for priority programs pursuant to § 160.4(a), the Commissioner will select between grant and contract procedures and instruments in accordance with the provisions of Parts 160a through 160g of this chapter, as applicable.

(b) With respect to funds appropriated to carry out the Act which are not reserved pursuant to § 160.4(a), the Commissioner will utilize contract procedures and instruments, subject to:

(1) The restriction that unsolicited proposals for contract awards will not be accepted and

(2) Any requirements and criteria described in the appendix to this part.

(c) Contracts under paragraph (b) of this section may be made by the Commissioner with public and private agencies, organizations, associations, institutions, and individuals

(20 U.S.C. 1851-53, 1861-67, 887d)

APPENDIX

DISCRETIONARY ACTIVITIES

Funds appropriated to carry out the Special Projects Act which are not reserved pursuant to § 160.4(a) for priority programs will be expended for contracts to carry out the following activities:

I. *Packaging and testing of successful educational approaches and products.* 1. *General.* The purpose of this activity is to accelerate the replication of successful approaches and products developed and demonstrated in both formula and discretionary grant programs supported by the U.S. Commissioner of Education.

State departments of education, local school districts, and parent advisory councils have requested information from the

Commissioner on successful programs for the teaching of children, particularly the disadvantaged. This activity is therefore designed to enable local educational agencies to replicate those practices and projects that have been developed with a Federal investment and which have been validated as successful.

Six distinct steps have been defined to accomplish the goals of this activity:

(1) The systematic search for and identification of effective projects supported by the Commissioner;

(2) Final validation of the apparent success of these projects or components based on learning outcome measures, such as student test scores, and input measures, such as the resource requirements, needed to achieve these measurable results;

(3) The physical accumulation of information on the validated approaches into "project information packages" which include descriptions of the management, instructional, and supplementary resources and strategies deemed essential for achieving success by developers at the original site;

(4) The trial replication of the approaches through the installation of each packaged model in several school sites;

(5) A final revision of the packages based on an evaluation of the replication effort at these school sites; and

(6) The development and implementation in conjunction with State educational agencies of a dissemination strategy whereby packaged programs which are successfully replicated will become available for wider distribution.

2. *First set of packages.* With funds made available in fiscal years 1974 and 1975 under other statutory authorizations, such as the Cooperative Research Act, six project information packages have been identified, validated, packaged, and field tested in a limited number of school districts. These packages focus on compensatory reading and math instructional programs for educationally disadvantaged children. With FY 1976 funds under the Special Projects Act, the six packages were revised on the basis of the field test results and are being disseminated. In addition, an evaluation of the dissemination process and implementation of the revised packages will be conducted.

3. *Second set of packages.* With FY 1975 Cooperative Research Act funds and funds under other statutory authorizations, a second set of ten effective projects will be identified, packaged, field tested, revised, and disseminated. Six of these involve successful educational approaches to teaching basic skills to educationally disadvantaged children; the other four involve successful bilingual education approaches to teaching children of limited English-speaking ability.

4. *FY 1976 field tests.* It is expected that several contracts will be awarded with FY 1976 funds available under this part to develop, carry out, and/or evaluate field tests of the first and second sets of project information packages described in paragraphs 2 and 3 above.

5. *Technical assistance.* It is expected that one contract will be awarded with FY 1976 funds under this part to provide technical assistance to school districts which will be involved in field testing the 10 project information packages described in paragraph 3 above.

6. *Dissemination of packages.* It is expected that up to eight contracts will be awarded for the dissemination of the project information packages described in paragraph 2 above.

II. *Educational Television and Radio.* 1. *General.* This activity is designed to carry out the development, production, evaluation, dissemination, and utilization of innovative educational television or radio programs designed (for broadcast and/or nonbroadcast uses) to help children, youths, or adults to learn.

2. *Funding areas.* (a) Activities will be carried out, and project awards will be made with funds available for this activity in FY 1976 in the following areas:

(i) Children's television programming, including, but not limited to, the planning, production, evaluation, dissemination (including public awareness activities), and utilization of the programs "Sesame Street" and "The Electric Company." "Utilization" as used in Part II of this appendix includes activities and materials designed to enhance and reinforce the effectiveness of programs as used in formal and informal educational settings, including the development and implementation of a series of strategies in specific community settings which tap the energy and concern of parents, teachers, and others for using television as a positive force in educational development; and

(ii) The development of educational programs for parents as participants in early childhood education.

(b) Priority areas for all funding pursuant to Part II of this appendix for fiscal years subsequent to FY 1976 will be periodically published in the FEDERAL REGISTER.

- 3. *Funding requirements and criteria.*

Contract awards will be made in funding areas determined pursuant to paragraph 2 above in accordance with the following requirements and criteria, except to the extent modified in specific requests for proposals.

(a) *Need for the programming.* Competing proposals will be judged as to the need for the programming proposed and its potential for providing an effective educational service. In applying this criterion, the Commissioner will consider whether the proposal is directed towards subject matter areas or target audiences with respect to which successful educational television programming is lacking in either quantity or quality. In order not to invest limited Federal resources in efforts which are duplicative of existing programming.

(b) *Educational impact.* The proposed programming must have a high probability that a substantial percentage of the potential target audience will achieve the learning objectives. Programming of a purely entertainment nature not supported by specific educational objectives will not be considered for support.

(c) *Applicability of subject matter to television or radio.* Television or radio must efficiently and effectively contribute to education of the target audience in the chosen subject matter area.

(d) *Successful models or designs.* The project must involve successful models or designs adaptable and applicable to the television or radio presentation format.

(e) *Cost per potential viewer.* Because of large production costs, television or radio must reach a sizable audience to be cost effective. An analysis of cost per potential viewer or listener will be a factor in determining the acceptability of proposals.

(f) *Potential for self-support.* One goal for any program (or series of programs) supported under this activity must be the ability to sustain the programming effort beyond the long term plans and efforts to develop financial independence, as outlined in the proposal, will receive special consideration. Project support will not be precluded, however, due to inability to predict long term self-sufficiency. Self-support mechanisms should be addressed by the proposal and consideration given to all alternatives, immediate and long term.

(g) *Project scope.* Projects must integrate development, production, formative evaluation, dissemination (including public awareness activities), and utilization planning. Production can then make full use of the results of development and formative evaluation while providing the framework for specific dissemination, utilization, and evaluation following the production phase.

III. *Career Education.* Contracts will be awarded to carry out activities authorized by Part 160d of this chapter and for developing information needs for career education for all children and assessing the status of career education programs and practices. Specific requirements and criteria will be developed to govern individual contract awards. It is expected that contracts will focus on areas in which it is determined, based on funding activities in prior fiscal years, that there is a special need for carefully focused career education activities.

(20 U.S.C. 1851-53)

Federal Regulation
for the
Career Education Program
45 CFR Part 160d

The Federal Regulation for the Career Education Program was published on May 13, 1976, in the FEDERAL REGISTER, Volume 41, Number 94. This regulation, which is designated as Part 160d of Title 45 of the Code of Federal Regulations, contains the following subparts and sections:

Subpart A—General

Sec.
160d.1 Applicability.
160d.2 Definitions.

Subpart B—Special Projects

160d.3 Scope.
160d.4 Eligible applicants.
160d.5 Project purposes.
160d.6 Required application data.
160d.7 Application review criteria.
160d.8 Allowable costs.
160d.9 Project duration.
160d.10 State review and comment.

Subpart C—State Plans

160d.11 Scope.
160d.12 Eligible applicants.
160d.13 Requirements of completed State plan.
160d.14 Required application data.
160d.15 Application review criteria.
160d.16 Allowable costs.
160d.17 Project duration.

AUTHORITY: Secs. 402, 406, Education Amendments of 1974, Pub. L. 93-380 (20 U.S.C. 1851-1853, 1865).

PART 160d—CAREER EDUCATION PROGRAM

Subpart A—General

§ 160d.1 Applicability.

This part applies to grants and assistance contracts made by the U.S. Commissioner of Education for projects to demonstrate the most effective methods and techniques in career education, for projects to develop exemplary career education models, and for projects to enable State educational agencies to develop State plans for career education.

(20 U.S.C. 1851–1853, 1865(f) (1) and (2))

§ 160d.2 Definitions.

As used in these regulations, "Career education" means an education process designed to:

(a) Increase the relationship between schools and society as a whole;

(b) Provide opportunities for counseling, guidance and career development for all children;

(c) Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;

(d) Extend the concept of the education process beyond the school into the area of employment and the community;

(e) Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;

(f) Make education more relevant to employment and functioning in society; and

(g) Eliminate any distinction between education for vocational purposes and general or academic education

(20 U.S.C. 1865(d))

(h) "Handicapped children means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired children or children with specific learning disabilities who by reason thereof require special education and related services.

(20 U.S.C. 1401)

(i) An "incremental improvement" means a gain in the quality and/or quantity of career education in a school or school system, reflecting the fact that the implementation of career education is a gradual process which proceeds in small steps from little or no career education to a fully integrated and successful program.

(20 U.S.C. 1865)

(j) "Institution of higher education" or "institution" means an educational institution in any State which meets the requirements set forth in section 1201(a) of the Higher Education Act of 1963 as amended.

(20 U.S.C. 1141(a))

(k) "Local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, townhsip, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. The term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

(20 U.S.C. 1141(g))

(l) "State educational agency" means the State Board of Education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools; or, if there is no such agency or officer, an agency or officer designated by the Governor or by State Law.

(20 U.S.C. 1141(h))

Subpart B—Special Projects

§ 160d.3 Scope.

This subpart governs the selection of applications from State and local educational agencies, institutions of higher education, and other nonprofit agencies and organizations for purposes of carrying out activities designed to improve the implementation of career education

(20 U.S.C. 1865)

§ 160d.4 Eligible applicants.

The following categories of agencies and organizations are eligible for grants and assistance contracts pursuant to this subpart:

(a) State educational agencies;

(b) Local educational agencies;

(c) Institutions of higher education and

(d) Other nonprofit agencies and organizations.

(20 U.S.C. 1865(f)(1))

§ 160d.5 Project purposes.

Projects funded pursuant to this subpart must be designed to contribute to one of the following purposes, to:

(a) Effect incremental improvements in K–12 career education through one or a series of exemplary projects;

(b) Demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, adult and community education agencies, or in institutions of higher education;

(c) Demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, gifted and talented, minority or low income youth, or to reduce sex stereotyping in career choices;

(d) Demonstrate the most effective methods and techniques for the training and retraining of persons for conducting career education programs; and

(e) Communicate career education philosophy, methods, program activities and evaluation results to career education practitioners and to the general public.

(30 U.S.C. 1865)

§ 160d.6 Required application data.

Each application for assistance under this subpart must set forth a detailed plan which includes:

(a) Identification of the purpose in § 160d.5 (a)–(e) to which the application is addressed. If the applicant chooses to participate in more than one of these listed purposes, a separate application must be submitted for each purpose. For the purpose in § 160d.5(b), a single application shall address no more than one special setting. For the purpose in § 160d.5(c), a single application shall address no more than one special population;

(b) An operational plan describing, in detail, exactly how the applicant proposes to achieve the specific purpose addressed in the application and explaining the exemplary nature of the proposed procedures. This operational plan shall include, as a minimum:

(1) The process and learner outcome objectives of the proposed project stated in measurable terms;

(2) Evidence that each objective is based on documented needs of:

(i) Participants to be served in the specific geographic location of the proposed project; and

(ii) Similar participants in other locations across the nation;

(3) The tasks and strategies to be used to accomplish the stated objectives, including a description of career education processes, techniques, and materials developed in previous projects supported under the Office of Career Education, under the National Institute of Education, under Parts C, D, and I of the Vocational Education Act, and under other appropriate sources, which the applicant proposes to utilize in this proposed project; and a description of the measures to be undertaken to insure a high level of interaction between the world of education and the world of work in implementing the project;

(4) Description of the manner in which the proposed objectives, tasks, and strategies will comprise a comprehensive approach to career education for the participants to be involved; and

(5) A set of milestones and dates by which to monitor accomplishment of the proposed tasks;

(c) Specification of prior career education activities, if any, which the applicant has carried out, including data bearing on evaluation of the effectiveness of such prior activities;

(d) A specific plan to be utilized in evaluating the accomplishment of each of the process and learner outcome objectives listed pursuant to § 160d.6(b)(1), including:

(1) The criteria of success for evaluating each objective;

(2) The evaluation design to be used for each objective;

(3) The data collection instruments or other techniques to be used for each objective;

(4) The data analysis to be conducted for each objective;

(5) The dates by which data on the various objectives will be available; and

(6) The evaluation resources of personnel and budget that will be utilized;

(e) A description of applicant or other additional resources, if any, to be contributed to the proposed activities to supplement funds received under this subpart;

(f) A plan for disseminating information to others during the course of the project and at the conclusion of the project funding period;

(g) Identification of all proposed staff, their duties, and a description of the qualifications possessed by all proposed professional staff; and

(h) Evidence of any commitment already received from outside organizations, groups, or individuals to cooperate in the implementation of the proposed activities;

(i) Each application for assistance under this subpart must contain on a single page, as the first page of the narrative, the following information:

(i) Identification of the purpose from § 160d.5(a)–(e) to which the application is addressed;

(ii) A brief abstract of the proposed project; and

(iii) A statement that a copy of the application has been submitted to the State Career Education Coordinator of the State within which the application originated.

(20 U.S.C. 1865)

§ 160d.7 Application review criteria.

Criteria will be utilized by the reviewers in reviewing formally transmitted applications. Segments or a segment of the application must address each criterion area. Each criterion is weighted and includes the maximum score that can be given to a segment of an application in relation to the criteria. Criteria weights total 100 points. The criteria and maximum weight for each criterion are as follows:

Criteria:	*Maximum score*
(a) *Evidence of need.* The application clearly demonstrates the need for its proposed activities in terms of the purpose it seeks to attain and the population(s) it seeks to serve	5
(b) *Objectives.* The objectives of the proposed project are sharply defined, clearly stated, capable of being attained by the proposed procedures, and capable of being measured	10
(c) *Operational plan.* (1) Utilization of prior activities of applicant and others: The application clearly describes the prior career education activities which the applicant has carried out, if any, and presents evidence describing the effectiveness of these activities. The application describes relevant ca-	

Criteria—Continued	*Maximum score*
reer education processes, techniques, and materials developed in previous projects supported by the Office of Career Education, the National Institute of Education and other agencies and sources, and explains how this prior work will be utilized in implementing the proposed project	8
(2) Proposed activities: A specific description is provided of the activities proposed for each major step in the project. The time required for each activity, and the period of the project it covers, is clearly charted in the operational plan	17
(d) *Interaction and involvement.* Specific measures are described for achieving a high level of interaction between the world of education and the world of work in implementing the proposed project	10
(e) *Evaluation plan.* Provision is made for adequate evaluation of the effectiveness of the project and for determining the extent to which the objectives are accomplished	20
(f) *Exemplary nature of project.* The plan clearly calls for a comprehensive career education model that, if successfully attained, holds high promise of serving as one that others could profit by emulating. The activities hold promise of being useful in other career education projects or programs for similar educational purposes	15
(g) *Personnel.* The personnel with committed major responsibilities for the proposed activities have the necessary qualifications and experience to assure successful completion of the activities. Evidence presented shows the commitment necessary from individuals and groups whose assistance is needed to accomplish the proposed objectives	10
(h) *Budget.* The size, scope, and duration of the project are reasonable and the estimated cost is reasonable in relation to anticipated results	5

(20 U.S.C. 1865)

§ 160d.8 Allowable costs.

(a) Allowable costs under grants and assistance contracts awarded under this subpart shall be determined in accordance with cost principles set forth in Appendix B, C, or D (as applicable) to Subchapter A of Title 45 Code of Federal Regulations (the Office of Education's General Provisions Regulations).

(b) It is expected that grants and assistance contracts under this subpart will generally not exceed $200,000, although each application will be judged on the basis of the proposed activities.

(20 U.S.C. 1865)

§ 160d.9 Project duration.

(a) Projects will normally be one year in duration. However, applicants should make a realistic estimate of the amount of time needed to implement the proposed project activities. Where this estimate indicates that more or less than one year is necessary, the operational plan and budget should reflect this.

(b) With respect to applications requesting more than one year of funding, it is anticipated that generally an initial grant or assistance contract will be awarded for the first year of the project. In order to be considered for funding for any remaining time period, the grantee or assistance contractor will be required to submit a new application upon announcement of subsequent competition for funding. This new application will be judged on the basis of the published evaluation criteria in competition with other applications received in such subsequent competition.

(20 U.S.C. 1865)

§ 160d.10 State review and comment.

States may submit advice and comment on any application originating within their States. In order to allow for this, an applicant must provide a copy of its application to the State educational agency of the State within which the applicant is located. This copy must be submitted to the State Coordinator of Career Education, as designated by the Chief State School Officer, concurrently with the submission of the application to the Commissioner.

(20 U.S.C. 1865)

Subpart C—State Plans

§ 160d.11 Scope.

This subpart governs the selection of applications from State educational agencies for the purpose of enabling them to develop State plans for the development and implementation of career education programs in the local educational agencies of the States. Awards will be made on a competitive basis. Awards of Federal funds to allow for the implementation of the completed State plans are not authorized under paragraph f(2) of section 406 of Pub. L. 93-380.

(20 U.S.C. 1865(f)(2))

§ 160d.12 Eligible applicants.

State educational agencies are the only applicants eligible for funding under this subpart.

(20 U.S.C. 1865(f)(2))

§ 160d.13 Requirements of completed State plan.

Projects funded under this subpart must be designed to develop a comprehensive State plan for implementing career education in the elementary and secondary schools of the State. This plan (which must be submitted upon completion of activities funded pursuant to this subpart) must set forth at least the following:

(a) The State educational agency's definition of career education and the conceptual base upon which career education within the State rests;

(b) The need for career education within the State;

(c) Career education efforts and accomplishments to date to meet identified needs within the State, including an assessment of existing programs, practices, and materials;

(d) The objectives for the short range (one year) and long range (five years) implementation of career education within the State (the one year objectives and plan must cover school year 1977–1978 and the five year objectives and plan must cover school year 1977–1978 through school year 1981–1982 inclusive);

(e) The strategies, activities, and resources to be utilized in implementing the short- and long-range plan in the following areas:

(1) Curriculum changes, including experiential learning outside of the school building and changes in vocational education;

(2) Career counseling, career guidance, career placement and follow-up;

(3) Meeting the career education needs of special groups, including the handicapped and other educationally disadvantaged students, and eliminating the stereotyping of career opportunities by race or by sex;

(4) Involving the business-labor-industry-professional-government community in career education;

(5) Involving the home and family structure in career education; and

(6) Training and retraining, both pre- and in-service, for personnel to enable them to implement career education;

(f) Plans for evaluating the effectiveness of career education inputs processes, and outcomes in local educational agencies and personnel training programs;

(g) Plans for disseminating information about career education, career education practices and products, and the results of career education efforts to interested persons within the State;

(h) The funding that will be needed to implement the various components of the one year and five year plans and the sources of the necessary funding, where these sources are available;

(i) The relationship of the State plan for career education to career education activities being carried out and contemplated in postsecondary and adult education settings; and

(j) The manner in which the plan is to be implemented and administered by the State educational agency, including allocation of resources, management of activities, provision of assistance to others within the State, staffing for career education within the State educational agency, and the relationship of the career education plan to other planning efforts at the State level (e.g. Vocational Education State Plan, Title III State Plan, etc.).

(20 U.S.C. 1865)

§ 160d.74 Required application data.

Each application for assistance under this subpart must set forth a detailed proposal which includes at least the items listed below. In the event that the applicant has already initiated or completed any of the following activities, the application will describe fully the procedures used and the results obtained. The remainder of the application will then deal with the activities proposed as necessary to complete or update work already underway on a State plan. The application shall include:

(a) Provisions for the establishment and use of a career education advisory group to provide advice and assistance during the development of the State plan. This group shall contain members representing at least the following groups:

(1) Major units of the State educational agency and, where these are separate organizations, the State Board of Vocational Education and the State system of higher education;

(2) Other State governmental units whose assistance is considered necessary in implementing career education;

(3) Business and industry;

(4) Labor;

(5) Institutions of higher education with educational personnel preparation programs;

(6) School administrators;

(7) Counselors;

(8) Teachers;

(9) Vocational education personnel;

(10) Parents; and

(11) Students.

(b) Provisions for assessing the career education needs of all students in the elementary, middle/junior high, and senior high schools of the State, including the special needs of handicapped and other educationally disadvantaged students;

(c) Provisions for assessing the need for the training and retraining of educational personnel to serve in career education programs;

(d) Provisions for identifying existing and potential resources from across the United States that could be used to develop and implement career education within the State, including at least the following types of resources:

(1) Career education instructional materials;

(2) Educational facilities;

(3) Educational personnel;

(4) Career education programs and practices with potential for use within the State, including programs and practices designed to eliminate sex-role stereotyping in career choices;

(5) Business, labor, industry, professional, government, and other community resources; and

(6) Funding sources and funds.

(e) Provisions for developing both a short-range (one year—school year 1977–1978) and long-range (five years—school years 1977–1978 through 1981–1982 inclusive) plan for the development and implementation of career education, including procedures to be used in:

(1) Setting goals;

(2) Specifying performance objectives;

(3) Determining strategies, activities, and resources to be used; and

(4) Determining the process to be used to administer, monitor, and update the implementation of the plan;

(f) A statement of the manner in which the applicant will manage the preparation of the plan, including the names and qualifications of proposed staff, their reporting relationships within the State educational agency, any proposed subcontracts, a management plan, including tasks and timelines, for completing the plan in the time period specified in the application; and

(g) A statement by the Chief State School Officer of the State educational agency endorsing the submission of the application for funding under this subpart.

(20 U.S.C. 1865(f)(2))

§ 160d.15 Application review criteria.

Criteria will be utilized by reviewers in reviewing formally transmitted applications. Segments or a segment of the application must address each criterion area. Each criterion is weighted and includes the maximum score that can be given to a segment of an application in relation to the criterion. Criteria weights total 100 points. The criteria and maximum weights for each criterion are as follows:

Criteria:	*Maximum score*
(a) *Evidence of need*. The application demonstrates an understanding of career education and justifies the State's need for a comprehensive State plan for the development and implementation of career education. Any prior State plan efforts and their results are fully described and it is clear that the proposed activities will build upon these prior efforts. Evidence is presented which demonstrates the State's commitment to implement the plan that is developed, including endorsement of the application by the Chief State School Officer	10
(b) *Advisory group*. The application fully describes the present or planned advisory group to be used in the development of the plan. The types of constituents to be represented and the names and titles of members are presented. The group is broadly representative of the constituencies to be involved in the implementation of career education and procedures are described for effective use of the group	10
(c) *Needs assessment*. The application fully describes the procedures to be used and the areas to be covered in conducting the needs assessment. Survey techniques planned are described in detail. The procedures will assure identification of the career education needs of all children within the State. If a career education needs assessment has already been initiated, the data are sufficient, of high quality, and support the conclusions drawn	25
(d) *Resource identification*. The application fully describes the procedures to be used to survey existing and potential resources for use in the development and implementation of career education within the State. The process assures the surveying of resources from across the nation. If resource identification has already been initiated, the results are sufficient, of high quality, and support the conclusions drawn	15
(e) *Development of plan*. The application clearly describes the process to be used to develop both the 1-year and the 5-year plans	20
(f) *Personnel and management*. The application clearly identifies the staff to be used in developing the plan and their qualifications match the tasks to be accomplished. The management plan for the proposed activities presents tasks and timelines which assure that the plan will be developed effectively and in a timely manner	15
(g) *Budget*. The size, scope, and duration of the project are reasonable and the estimated cost is reasonable in relation to anticipated results	5

(20 U.S.C. 1865)

§ 160d.16 Allowable costs.

(a) Allowable costs under grants and assistance contracts pursuant to this subpart shall be determined in accordance with cost principles set forth in Appendix B to Subchapter A of Title 45 Code of Federal Regulations (the Office of Education's General Provisions Regulations).

(b) It is expected that grants for any single year of activity under this subpart will generally not exceed $50,000 although each application will be judged on the basis of the proposed activities.

(20 U.S.C. 1865(f)(2))

§ 160d.17 Project duration.

(a) Projects will normally be one year in duration. However, applicants should make a realistic estimate of the amount of time needed to implement the proposed project activities. The exact funding period requested should be based on the extent of planning which remains to be accomplished to develop the plan required by this subpart. It is expected that States which have already engaged in career education planning efforts will not be funded for more than one year unless this is strongly justified.

(b) With respect to applications requesting more than one year of funding, it is anticipated that generally an initial grant or assistance contract will be awarded for the first year of the project. In order to be considered for funding for any remaining time period, the grantee or assistance contractor will be required to submit a new application upon announcement of subsequent competition for funding. This new application will be judged on the basis of the published evaluation criteria in competition with other applications received in such subsequent competition.

(20 U.S.C. 1865)

CAREER EDUCATION PROGRAM

Closing Date for Receipt of Applications for Fiscal Year 1976

Notice is hereby given that pursuant to the authority contained in section 402 and section 406(f)(1) of the Education Amendments of 1974, Pub. L. 93-380 (20 U.S.C. 1851-53 and 1865(f)(1)) applications are being accepted from State and local educational agencies, institutions of higher education, and other public and private agencies, organizations, associations, institutions, and individuals for grants and assistance contracts to support projects to demonstrate the most effective methods and techniques in career education and to develop exemplary career education models (including models in which handicapped children receive appropriate career education either by participation in regular or modified programs with nonhandicapped children or where necessary in specially designed programs for handicapped children whose handicaps are of such severity that they cannot benefit from regular or modified programs). Notice is also hereby given that pursuant to the authority contained in section 402 and section 406(f)(2) of Pub. L. 93-380 (20 U.S.C. 1851-53 and 1865(f)(2)) applications are being accepted from State educational agencies for grants and assistance contracts to support projects for developing State plans for the implementation of career education programs in the local educational agencies of the States.

Applications must be received by the U.S. Office of Education Application Control Center on or before February 23, 1976.

A. *Applications sent my mail.* An application sent by mail should be addressed as follows: U.S. Office of Education, Application Control Center, Grants and Procurement Management Division, 400 Maryland Avenue, SW., Washington, D.C. 20202, Attention: 13.554. An application sent by mail will be considered to be received on time by the Application Control Center if:

(1) The application was sent by registered or certified mail not later than February 18, 1976, as evidenced by the U.S. Postal Service postmark on the wrapper or envelope, or on the original receipt from the U.S. Postal Service; or

(2) The application is received on or before the closing date by either the Department of Health, Education, and Welfare or the U.S. Office of Education mail rooms in Washington, D.C. In establishing the date of receipt, the Commissioner will rely on the time-date stamp of such mail rooms or other documentary evidence of receipt maintained by the Department of Health, Education, and Welfare, or the U.S. Office of Education.

B. *Hand delivered applications.* An application to be hand delivered must be taken to the U.S. Office of Education Application Control Center, Room 5673, Regional Office Building Three, 7th and D Streets, SW., Washington, D.C. Hand delivered applications will be accepted daily between the hours of 8:00 a.m. and 4:00 p.m. Washington, D.C. time except Saturdays, Sundays, or Federal holidays. Applications will not be accepted after 4:00 p.m. on the closing date.

C. *Application routing.* All applicants must furnish an information copy of their proposal to the State educational agency of the State within which the applicant is located. This information copy must be submitted to the State Coordinator of Career Education, as designated by the Chief State School Officer, concurrently with the submission of the application to the U.S. Office of Education. The application submitted to the U.S. Office of Education must contain a statement that this has been accomplished. State educational agencies wishing to submit advice and comment on any application originating within their State may do so by forwarding such advice and comment to the Office of Career Education, U.S. Office of Education, Room 3100, Regional Office Building Three, 7th and D Streets, SW., Washington, D.C. 20202.

D. *Program information and forms.* (1) Applications must be prepared and submitted in accordance with instructions and forms which may be obtained from the Office of Career Education, U.S. Office of Education, Room 3100, Regional Office Building Three, 7th and D Streets, SW., Washington, D.C. 20202.

(2) It is anticipated that grants and assistance contracts will be awarded in each of the categories specified in 45 CFR 160d.5, with the total awards in each category being approximately as follows: (a) Incremental improvements in K–12 career education programs—$2,985,000, (b) demonstrations in such settings as the senior high school, the community college, adult and community education agencies, and institutions of higher education—$600,000, (c) demonstrations for such special segments of the population as handicapped, gifted and talented, minority and low income youth, and to reduce sex stereotyping in career choices—$800,000, (d) demonstrations of the training and retraining of persons for conducting career education programs—$650,000, and (e) communication of career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public—$630,000.

(3) It is anticipated that grants and assistance contracts will be awarded for the State plan projects specified in 45 CFR 160d.13, with the total awards for this category being approximately $2,000,000.

(4) In addition to the grants and assistance contracts awarded pursuant to this notice, it is anticipated that approximately $2,470,000 worth of procurement contracts in career education will be awarded during Fiscal Year 1976. Requests for proposals for these procurement contracts will be published in the Commerce Business Daily at a later date.

E. *Applicable regulations.* The regulations applicable to the Career Education Program are:

(1) The Office of Education's General Provisions Regulations, which were published in the FEDERAL REGISTER on November 6, 1973, as amended (45 CFR Parts 100, 100a and appendices).

(2) The regulations for the Special Projects Act, of which notice of proposed rulemmaking was published in the FEDERAL REGISTER on June 26, 1975 (45 CFR Part 160, especially Part III in the Appendix thereof).

(3) The regulations for the Career Education Program, of which notice of proposed rulemaking was published in the FEDERAL REGISTER on December 1, 1975 (45 CFR Part 160d).

(20 U.S.C. 1851–1853 and 1865)

Dated: December 4, 1975.

T. H. BELL,
U.S. Commissioner of Education.

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